DOCUMENT RESUME

ED 217 337 CG 015 943

| | |
|---|---|
| AUTHOR | Jorgenson, Juanita, Ed. |
| TITLE | Guidelines for Developing Comprehensive Guidance Programs in California Public Schools: Kindergarten through Adult School. |
| INSTITUTION | California State Dept. of Education, Sacramento. |
| SPONS AGENCY | Department of Education, Washington, DC. |
| PUB DATE | 81 |
| NOTE | 66p. |
| AVAILABLE FROM | California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($2.00). |
| EDRS PRICE | MF01 Plus Postage. PC Not Available from EDRS. |
| DESCRIPTORS | Adult Education; Educational Experience; Elementary Secondary Education; *Personnel Selection; *Planning; *Program Development; *Program Implementation; Qualifications; Resources; *School Guidance; *School Personnel; Student Development; Student Needs |

ABSTRACT

This publication presents a comprehensive student-centered guidance program for the total school experience, kindergarten through adult education and is designed to provide school personnel with the necessary information and incentive to translate the concepts which are central to a comprehensive guidance program into the specifics of effective guidance programs. Chapter One briefly outlines eight concepts which should be considered by school staffs and planning groups in the development of a comprehensive guidance program. These concepts are described in greater detail in the second chapter. Chapter Three provides suggestions for developing a comprehensive guidance program and describes a seven-step process for planning, structuring, and implementing such a program. The fourth chapter discusses implications for personnel in a comprehensive guidance program and lists personnel qualifications and competencies. The final chapter describes resources available for helping the development and improvement of programs and services outlined in the materials. An annotated bibliography is included which lists sources to assist schools in selecting the methods and approaches most appropriate to their particular situations. (NRB)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED217337

HARD COPY NOT AVAILABLE

# Guidelines for Developing Comprehensive Guidance Programs

## in California Public Schools: Kindergarten Through Adult School

Juanita Jorgenson, Editor

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

T. Smith

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CG 015943

This publication, which was funded with federal funds, was edited by Juanita Jorgenson, Assistant Editor, and prepared for photo-offset production by the staff of the Bureau of Publications, with artwork by Cheryl Shawver, Graphic Artist. The document was published by the California State Department of Education, 721 Capitol Mall, Sacramento, CA 95814. The activity which is the subject of this report was supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred.

Printed by the Office of State Printing
and distributed under the provisions
of the Library Distribution Act

© 1981—California State Department of Education

Copies of this publication are available for $2 each, plus sales tax for California residents (6 percent in most counties; 6½ percent in four Bay Area counties), from Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802.

See page 53 for additional information about Department of Education publications.

## DISCRIMINATION PROHIBITED

Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." Title IX of the Education Amendments of 1972 (Public Law 92-318) states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." Therefore, career education projects supported under sections 402 and 406 of the Education Amendments of 1974, like every program or activity receiving financial assistance from the federal government, must be operated in compliance with these laws.

# Contents


| | Page |
|---|---|
| Foreword | v |
| Preface | vii |
| Acknowledgments | ix |
| **Chapter 1 — Introduction** | 1 |
| **Chapter 2 — Concepts Central to a Comprehensive Guidance Program** | 3 |
| Assisting Students in Their Personal, Social, Educational, and Career Development | 3 |
| Recognizing That Individuals Need a Personalized and Developmental Approach to Learning Experiences | 4 |
| Assisting Students in the Development of Specific Proficiencies | 4 |
| Developing a Positive Learning Environment That Is Primarily Preventive | 4 |
| Orienting Services and Curriculum Toward the Future | 5 |
| Providing for Human Equity | 5 |
| Utilizing All Available Resources in School and Community, Both Human and Material | 6 |
| Utilizing a Participatory Approach to Systematic Planning, Implementation, and Evaluation | 7 |
| **Chapter 3 — Developing a Comprehensive Guidance Program** | 9 |
| Step 1: Devise an Evaluation Design | 10 |
| Step 2: Determine Student Needs | 10 |
| Step 3: Establish the Goals | 11 |
| Step 4: Write the Objectives | 13 |
| Step 5: Select, Schedule, and Assist Personnel to Provide Services and Activities Designed to Help Students Reach the Objectives | 15 |
| Step 6: Develop Skills of Staff When Necessary | 15 |
| Step 7: Evaluate Your Program; Make Necessary Changes; Report the Results | 15 |
| **Chapter 4 — Implications for Personnel in a Comprehensive Guidance Program** | 19 |
| Personnel Qualifications and Competencies | 19 |
| Preservice Education | 20 |
| Staff Development | 21 |
| Renewal Programs | 21 |
| **Chapter 5 — Resources** | 23 |
| Types of Resources | 23 |
| Sources of Assistance | 25 |
| Selection and Evaluation of Resources | 25 |
| State Personal and Career Development Services Unit | 25 |
| **Summary and Conclusions** | 27 |
| **Bibliography** | 29 |
| Appendix A. California State Board of Education Policy, Guidance and Counseling | 41 |
| Appendix B. Current Roles of Guidance Specialists | 42 |
| School Psychologists | 42 |
| School Counselors | 42 |

Child Welfare and Attendance Supervisors ..... 43
School Social Workers ..... 43
Guidance Paraprofessionals ..... 43
Appendix C. Sample Evaluation Plan and Forms ..... 45
Program Evaluation Planning Form ..... 45
Program Evaluation Planning Form ..... 46
Sample Monitoring Form A ..... 47
Sample Monitoring Form B ..... 48
Program Management Review Record ..... 49
Appendix D. Selected Legal Provisions for Human Equity ..... 50
The Equal Pay Act of 1963 ..... 50
The Civil Rights Act of 1964, Title VII ..... 50
Executive Orders 11246 and 11375 ..... 50
The Education Amendments of 1972, Title IX, and 1976, Title II ..... 50
The Equal Rights Amendment (ERA) ..... 51
Legislation for Children with Special Needs ..... 51
Section 504 of the Rehabilitation Act of 1973 ..... 51
Title I of the Elementary and Secondary Education Act (ESEA) ..... 51
California Legislation ..... 51

# Foreword

Guidance programs for our children have been understaffed and underfunded far too long. As school budgets have become tighter, counseling and psychological services have been among the first to be eliminated. And student-counselor ratios of 500 to one are ridiculous if meaningful service is what is needed. At a time when even adults are hard-pressed in our fast changing society, student-psychologist ratios of 2,000 to one result in many of our children feeling lost in the shuffle.

For years I have fostered the notion that school climate and personal development are basic components in a child's education. Children learn in a supportive atmosphere and thrive on positive experiences. It is impossible to separate a learning experience from personal experience for schoolchildren.

We cannot divide students into segments. We cannot deal with basic skills and ignore students' self-concepts, goals, values, and problems. It is meaningless to upgrade the curriculum if students receive no help in understanding what academic subjects they need to take to prepare them for productive futures. Giving our students information about career possibilities is a vital service. It is part of education, and it is particularly important for disadvantaged children, whose only guidance may come through the school.

All of the ideas I have cited are reflected in legislation that brought school improvement programs into 3,600 California schools. And we see the ideas in action in fine schools throughout the state. When self-concept and a positive school environment are program focal points, along with reading, writing, and mathematics skills, children are well on their way toward developing into competent, responsible, and caring adults.

These areas of affective development are part of the School Improvement Program and the Master Plan for Special Education. And in June of last year, the State Board of Education affirmed the importance of guidance programs and established high priority for them. The policy requires all state plans, guidelines, handbooks, and frameworks to include guidance as a priority component. The State Board also accepted a recommendation that schools and districts develop comprehensive guidance plans for meeting student needs. That means that each school and school district in California is charged with assessing guidance needs, setting goals and objectives, establishing strategies for achieving them, and stating expected outcomes for students, schools, and school districts.

The State Board policy included specific reference to those who should be involved in the planning. Parents, students, and community representatives are to participate with school people in developing the plans. And I hope that those of you now putting together school guidance plans, and those of you just beginning to think about it, will include all of these elements in an effective way. I know that encouraging participation can be time-consuming. But I also know that effective implementation of any plan depends on the ownership which those involved feel. We are all committed to the programs we help plan. We have a direct stake in their success. And any good plan dealing with our children's personal development is so important, it has to succeed! And success depends on the commitment—the faith—of everyone involved. Besides, we all get some good ideas when we tap unconventional sources. A comprehensive schoolwide guidance plan that makes use of teachers as implementers and makes use of psychologists and counselors as directors, resource people, and trainers may be one of the most creative uses of time and talent that we have seen in a long time.

Three approaches to providing guidance services that make sense to me are the following:

- Address the predictable needs of children in programs that engage all of the school's personnel. Integrating the elements of guidance and counseling programs into the curriculum, the total education plan, has to be excellent use of time and staff. And it is easy to see how quickly and directly the school atmosphere can be affected when the whole staff is participating.

- Establish specific proficiencies for students in personal development. Specific goals are so much easier to work with than unarticulated ones are. You can see where you are going and tell when you have reached your destination.
- Tap community resources when they are appropriate. Schools, children, and parents do not exist in a vacuum. We miss all kinds of opportunities when we fail to establish a community context for services. We also remove ourselves from reality. I know that many of you have used community resources—mental health workers, for example—for years. I have watched School Improvement Program schools turn into community schools as community participation and an exchange of ideas enriched the total environment for everybody.

This publication, *Guidelines for Developing Comprehensive Guidance Programs in California Schools*, looks to me like an excellent document. I hope it will help you develop guidance programs with as much joy and as little difficulty as possible. The whole idea of a comprehensive schoolwide program for meeting the guidance needs of children is so practical, so workable, that it is a pleasure to contemplate. It is a challenge, certainly; but it is a welcome challenge.

*Superintendent of Public Instruction*

# Preface

The concerns that give shape to the materials in this publication are not new concerns, as many readers will immediately recognize. For several years, in fact, there has been a growing awareness of the need for improved guidance services in California schools—for increased attention to the personal, social, educational, and career development of students.

That such a need exists has been documented in a variety of reports in the past decade. The Guidance and Counseling Task Force of the California State Department of Education addressed this issue in its report entitled *Pupil Personnel Services in California Public Schools: Needs, Problems, and a Plan for Solutions* (1975). The study, involving approximately 55,000 students and 1,200 adults in a random sample of schools throughout the state, revealed that students were dissatisfied with the assistance they were receiving in the areas of personal, social, educational, and career development. The study further revealed that few coordinated guidance programs existed in California. Three years after the report was completed, its findings were supported by the *Report of the California Commission for Reform of Intermediate and Secondary Education* (RISE) (1975). Authors of the highly publicized report identified the need to provide California's students with more personalized attention, better career guidance, and relationships on a continuing basis with adults who could provide timely advice and assistance.

Since 1975 the State Department of Education has attempted to assist schools in strengthening their guidance services by actively promoting the development of comprehensive guidance and counseling plans and programs. That there is still much to be done is reflected in such studies as *Lost in the Shuffle: A Report on the Guidance System in California Secondary Schools* (1979). Conducted between January and August of 1978, the study revealed that large numbers of students continue to have personal, social, educational, and career decisions to make while in school and that they are not receiving sufficient assistance in making those decisions.

*Guidelines for Developing Comprehensive Guidance Programs in California Schools* represents part of the State Department of Education's continuing efforts to assist schools in meeting identified student needs. In 1978 the Personal and Career Development Services Unit organized a statewide committee and charged it with the following:

- Examine the "state of the art" in counseling and guidance services in the public schools of California, and identify principal areas to address in a statewide guidance system.
- Define the basic components and characteristics of a model guidance delivery system that can serve as a guideline for schools in developing their comprehensive guidance programs.
- Clarify the role and function of the guidance specialist in the educational setting.
- Identify available resources that will assist school staffs in the development of their comprehensive guidance programs.

The committee's work was encouraged along the way by several important expressions of support for the comprehensive approach to guidance. One of the Citizen's Policy Center's nine recommendations, aimed primarily at state policymakers, was for the development of "comprehensive guidance programs that address all student needs." This same recommendation was included in the *Report of Statewide Task Force on School Counseling* (1979). Convened by Assemblyman Gary K. Hart, Chairman of the Assembly Subcommittee on Educational Reform, the task force recommended that schools have comprehensive guidance and counseling plans addressing the needs of all students. Finally, at its June, 1980, meeting, the State Board of Education adopted as one of its policies the following:

> The Board believes that a beginning first step toward providing quality guidance and counseling programs and services to students would be the development of a comprehensive plan as an integral part of a total educational plan. . . .
>
> All state plans, guidelines, handbooks and frameworks developed, even where funding is not a factor, shall include guidance and counseling as a priority component unless incompatible with the program or specifically excluded by law.

In developing these materials, the committee was fully aware that (1) there are already exciting and innovative things happening in a number of school guidance programs in California; (2) many schools are working under severe financial constraints; and (3) the successful development and implementation of *any* guidance program must have the support not only of the guidance personnel but also of the decision makers, teachers, students, and parents. These considerations have reinforced the committee's belief in the timeliness of these guidelines.

Committee members will be assisting in the implementation of comprehensive guidance programs throughout the state in conjunction with the California State Department of Education's School Improvement Program.

DAVIS CAMPBELL
*Deputy Superintendent, Programs*

J. WILLIAM MAY
*Assistant Superintendent*
*Office of Curriculum Services*

ANNE L. UPTON
*Program Administrator, Personal and Career Development Services*

# Acknowledgments

The California State Department of Education, Personal and Career Development Services Unit, sincerely appreciates the efforts of the many persons who participated in the development of these guidelines.

We are indeed grateful for the many individuals, professionals, and representatives of organizations, institutions, agencies, and particularly the California Personnel and Guidance Association and the California School Counselors Association, whose officers and members made presentations at the public meetings in San Diego, San Jose, Redding, Los Angeles, Santa Ana, and Fresno.

We also thank those who assisted in the formulation and with the writing of the first draft of this document. Special recognition should be given to J. Leonard Steinberg, California State University, Los Angeles; Donald Hays, Fullerton Joint Union High School District; Patricia Hooper, Office of the Orange County Superintendent of Schools; Susan W. Miller, Counseling Psychologist, Los Angeles; Joe Dear, California State University, Sacramento; Jo Ann Denbow, Vice-Principal, Morgan Hill-Nordstrom School; Gordon Footman, Office of the Los Angeles County Superintendent of Schools; Dan Nasman, Office of the San Diego County Superintendent of Schools; James Saum, California State University, Sacramento; and Dale C. Woolley, Newport-Mesa Unified School District.

Several members of the State Department of Education staff deserve special recognition. They are Marcelett Henry, who organized the original efforts of the committee, and Joseph E. Cunha, who completed the task; Jeanne Benvenuti, editor and writing consultant; and Ruby Kaminaka, secretary.

## ADVISORY AND WRITING COMMITTEE

Jeanne Benvenuti, Editor
Writing and Publications Consultant
Sacramento

David F. Bower, Administrator
Division of Educational Support Services
Los Angeles Unified School District

Reginald L. Browne, Director
Educational Services Center
Phelan Hall
University of San Francisco

Eugene F. Brucker
Assistant Superintendent, Student Services
San Diego City Unified School District

Joan Chambers, Administrative Director
Department of Pupil Services
Hayward Unified School District

Chris Chialtas, Program Coordinator
Career Education Unit
San Diego City Unified School District

Joan Coburn, Elementary Counselor
Project SELF Specialist
Orcutt Union Elementary School District

Mrs. Jerry Cowdrey, District Psychologist
Pupil Personnel Services
Newport-Mesa Unified School District
Newport Beach

Joseph E. Cunha, Consultant
Personal and Career Development Services
State Department of Education
Sacramento

Joe Dear, Counselor Educator
School of Education
California State University, Sacramento

Jo Ann Denbow, Director, Project ROLE
Vice-Principal, Morgan Hill-Nordstrom School
Santa Cruz

Gordon Footman, Director
Division of Program Evaluation, Research, and Pupil Services
Office of the Los Angeles County Superintendent of Schools
Downey

H. B. Gelatt, Supervisor
Professional Renewal Program
Palo Alto Unified School District

Robert Godinez, Counselor
Chaffey High School
Chaffey Joint Union High School District
Ontario

Donald G. Hays, Administrator
Pupil Services
Fullerton Joint Union High School District

Marcelett C. Henry, Consultant
State Department of Education
Sacramento

Patricia Hooper, Coordinator
Guidance Services
Office of the Orange County Superintendent of Schools
Santa Ana

Kay Lewis, ACSA
Consultant, Guidance and Evaluation
Torrance Unified School District

Susan W. Miller
Counseling Psychologist
Los Angeles

Anita Mitchell
Senior Member of the Professional Staff
Southwest Regional Laboratory
Los Angeles

Daniel H. Nasman, Guidance Coordinator
Office of the San Diego County
Superintendent of Schools

Kay Pacheco, Coordinator
Secondary Education and Pupil Personnel Services
Office of the Alameda County
Superintendent of Schools
Hayward

Glen N. Pierson
Director of Pupil Services
Office of the San Diego County
Superintendent of Schools

Joseph A. Platow, Director
Pupil Services
Saddleback Valley Unified School District
Mission Viejo

Barbara Ramsey, Assistant Principal
Instruction and Guidance Services
Marina High School
Huntington Beach Union High School District

Ben Reddish, Director of Guidance
Edison High School
Stockton City Unified School District

Raul F. Rodriquez
Learning Development Counselor
Extended Opportunities Programs and Services
Fullerton College

Jay Rollings, Consultant
Personal and Career Development Services
State Department of Education
Sacramento

John Rothrock, Counselor
Edison High School
Huntington Beach Union High School District

William Rowley, President (1978-79)
California Personnel and Guidance Association
Fullerton

Doug Sale, Director
Regional Occupational Programs
Supervisor, Professional Development Center
Office of the Tehama County Superintendent
of Schools
Red Bluff

Harry Saterfield, Counselor
Foothill College, Mountain View Center
Los Altos Hills

James Saum
Professor of Counselor Education
California State University, Sacramento

Alice Healy-Sesno, Consultant
Division of Program Evaluation, Research,
and Pupil Services
Office of the Los Angeles County Superintendent
of Schools
Downey

Lee Sheldon, Consultant
Personal and Career Development Services
State Department of Education
Sacramento

Fran Steenburgen
Coordinator of Elementary Guidance
Office of the Santa Clara County
Superintendent of Schools
San Jose

J. Leonard Steinberg
California State University, Los Angeles

Anne L. Upton, Program Administrator
Personal and Career Development Services
State Department of Education
Sacramento

Mary Weaver
Nutrition Education Specialist
Office of Child Nutrition Services
State Department of Education
Sacramento

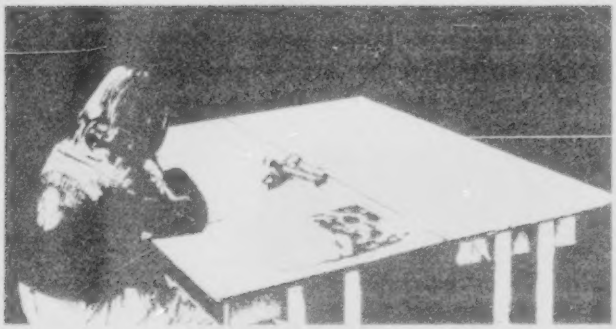
Jerald J. Weber, Counselor (Past President, CSCA)
Huntington Beach

Betty Wertheim
Psychiatric Social Worker
Los Angeles

Pat Wickwire
Director of Student Services and
Special Education
South Bay Union High School District
Redondo Beach

Milton P. Wilson, Consultant
Personal and Career Development Services
State Department of Education
Sacramento

Dale C. Woolley
Director of Research and Student Services
Newport-Mesa Unified School District
Newport Beach



# Chapter 1
# Introduction

Each day students are exposed to a wide range of competing demands for their time and attention—television programs, advertising claims, views of special groups, pressure from peers, and demands of authority figures. Students make decisions about the present and about the future. They relate with others, and they learn to deal with the changes both within themselves and in the world around them. Helping students to respond positively to everyday life events and to plan for their futures is a concern of school personnel.

Every adult at the school plays some role in students' personal and social development. School counselors, school psychologists, school social workers, guidance program administrators, and other special personnel have a special responsibility for providing assistance to students in the areas of personal and social growth as well as academic and career planning.[1] Although these individuals are committed to this effort, alone, their numbers are inadequate to achieve the task. Their skills are not always fully utilized within a comprehensive guidance program involving the entire school community. Existing guidance programs are too often oriented toward reacting to student problems rather than preventing them, and services are not integrated into the total educational system.

Plans for improvement of guidance services over the past few years have usually involved the requirement for more services, more personnel, and more money. These plans have also been in competition with existing services, newly proposed services, newly required programs, and new philosophies. Moreover, these efforts must now be considered in light of drastically reduced financial resources for educational services and other purposes.

Although attempts to strengthen services seem to be frustrated by conditions beyond the control of school guidance specialists, the fact remains that many students continue to be in need of guidance. This is most dramatically evidenced by the high truancy and dropout rate, student drug abuse, teenage pregnancy, conflict and violence in the schools, and problems related to the early identification of students unlikely to meet academic proficiency standards. While some persons would suggest that these are *community* rather than *school* problems, the schools must nevertheless deal with these problems. Schools cannot afford to neglect the personal and social development of students.

All students—not just those experiencing emotional and behavioral difficulties—need assistance in reaching their full potential as human beings in a rapidly

[1]Staff members with these personnel classifications are referred to in this document as "guidance specialists" or "guidance personnel."

changing world. This presents a particular challenge to school personnel at a time when the job market, traditional family structure, and value systems in general are in a constant state of flux. This challenge occurs in a period of escalated concern for human rights—most specifically for race and sex equity and for the special needs of handicapped and disadvantaged persons.

That students feel in need of assistance in the school environment is evidenced by the findings described in *Lost in the Shuffle*.[2] The students who were interviewed felt that their needs were not being met in four specific areas: (1) understanding themselves and relating to others; (2) getting through school; (3) planning for higher education; and (4) planning for work. Similar needs were identified in the 1975 statewide assessment of guidance and counseling. These are not new needs; however, because of the rapid changes in society, these needs are becoming more pronounced.

***Students felt that their needs were not being met in four specific areas: (1) understanding themselves and relating to others; (2) getting through school; (3) planning for higher education; and (4) planning for work.***

Although there are no simple answers to the challenges faced by guidance and other school personnel, answers must, nevertheless, be sought. This publication, based on the research and experiences of professionals in all areas of education, proposes that part of the solution is an improved system for providing guidance services. Specifically, what is proposed and described is a comprehensive guidance program for the total school experience, kindergarten through adult.

The program can be defined by its essential features. First, it is undeniably student-centered. Based on a personalized and developmental approach, it provides for the personal, social, educational, and career development of *all* students. Its primary focus is upon desired student outcomes (i.e., upon *how students will change* as a result of a particular intervention rather than upon the intervention itself). Second, it uses all available resources, both human and material. That is, it encourages and depends upon the active participation of all individuals who are concerned about the optimum development of students—guidance specialists, paraprofessionals, teachers, administrators, students, parents, and other community members. It also makes use of all other available resources, including school curriculum and community programs as well as school and community services and facilities.

Finally, as the title of this publication suggests, comprehensive guidance is a "program." Rather than simply a series of services, often delivered in isolation, comprehensive guidance is a program of services and activities integrated into the total school system. Such a program can often be developed by integrating it into the larger planning and management structure of the school as an organization. This integration is especially important in schools with organized program improvement efforts already under way, such as those participating in school improvement or compensatory education programs.

As the description suggests, a comprehensive guidance program incorporates several concepts, or practices, which need to be considered by school staffs in planning and implementing their guidance programs. In outline, a *total* comprehensive guidance program may be described as one that will:

- Assist students in their personal, social, educational, and career development.
- Recognize that individuals need a personalized and developmental approach to learning experiences.
- Assist students in the development of specific proficiencies.
- Develop a positive learning environment that is primarily preventive.
- Orient its services and curriculum toward the future.
- Provide for human equity.
- Utilize all available resources in school and community, both human and material.
- Utilize a participatory approach to systematic planning, implementation, and evaluation.

These concepts, which will be described in subsequent chapters, become meaningful only when they are translated into concrete and specific services and activities. This publication is intended to provide schools with both the necessary information and the incentive to begin translating these concepts into the specifics of effective guidance programs.[3] However, because each local plan will need to be based on local student needs, priorities, staff, and resources, these suggestions are only guidelines in developing the school guidance program.[4]

[2] *Lost in the Shuffle: A Report on the Guidance System in California Secondary Schools*. Santa Barbara: Citizen's Policy Center, 1979.

[3] For further information regarding certain aspects of program planning, implementation, and evaluation, see the annotated bibliography, page 29.

[4] Support for guidance services can be found in the California Education Code and the California Administrative Code.

Chapter 2

# Concepts Central to a Comprehensive Guidance Program

In Chapter 1 several concepts were outlined which should be considered by school staffs and planning groups in their development of a comprehensive guidance program. The concepts are described in this chapter.

## Assisting Students in Their Personal, Social, Educational, and Career Developmen.

As noted earlier, several studies over the past decade have shown that students feel a need for assistance in four areas: personal, social, educational, and career. A comprehensive guidance program should address all four areas, with the desired outcome being the optimum and integrated development of the individual student. These four areas are more fully defined in the following paragraphs. Since we will continue to stress the staff's need to focus on what students will be able to know and do as a result of the program activities, some sample student outcomes are included for each area.

*Personal development* is defined as "achieving an integrated and personally satisfying set of attitudes concerning self." Outcomes include:

- A positive attitude toward self; a sense of self-worth and dignity
- An understanding of one's values and how values relate to life-styles, physical and mental well-being, and other important aspects of one's life
- Making choices about one's life
- Decision-making skills
- Personal responsibility and self-discipline

*Social development* is defined as "learning to develop social responsibility"—moving from being self-centered to being part of effective peer, parent-child, and self-other relationships. Examples of outcomes include:

- A knowledge of and respect for individual differences in values, interests, attitudes, and backgrounds
- Feelings of adequacy in relating to others

*Educational development* is defined as "developing attitudes and skills which allow the student to make maximum use of his or her learning opportunities." Sample outcomes include:

- Knowledge of and practice in utilizing decision-making skills
- Skills in reading, writing, computation, speaking, and listening required for acquiring and maintaining employment
- Knowing where and when to get help and how to get the most out of learning situations

*Career development* is defined as "a lifelong process which involves a series of experiences, decisions, and interactions which, taken cumulatively, result in the formulation of a viable self-concept and provide the means through which that self-concept can be expressed both vocationally and avocationally." Outcomes include:

- A positive attitude toward work and appreciation of its contribution to self-fulfillment and to the welfare and productivity of the family, community, nation, and the world
- An awareness of career opportunities and options in relation to personal aptitudes, interests, and abilities

Chapter 3 includes a description of how these four areas may operate as content areas for developing goals and objectives.

## Recognizing That Individuals Need a Personalized and Developmental Approach to Learning Experiences

Students are different. This idea has been accepted for many years. However, in practice most educational programs still reflect group procedures, group learning styles, and group expectations. A comprehensive guidance program provides for continuous developmental activities based on normal developmental tasks and on diagnoses of each individual's stage of development. Based on the developmental approach, the program also utilizes individualized strategies in the curriculum by adapting materials and instruction to accommodate individual needs, strengths, interests, and learning styles. Thus, not only are students better served, but the program can also influence other curricular areas.

***. . . continuous developmental activities based on normal developmental tasks and on diagnoses of each individual's stage of development.***

To accomplish maximum individualized learning, the comprehensive program should reflect at least the following:

- Awareness of a student's educational and career options in relation to personal aptitudes, interests, and abilities
- Awareness that students learn in different ways and provision for different methods of information giving and instruction
- Consideration of alternative options in the education process

Chapter 3 includes suggestions for writing goals and objectives based on the developmental principle.

## Assisting Students in the Development of Specific Proficiencies

One of the primary functions of a school guidance program is the same as that of any other school program—the development of student proficiencies. Although each school and community will determine which student proficiencies are desired outcomes of the guidance program, proficiencies might relate to the following:

- Problem solving and decision making
- Self-study and feelings of personal adequacy and worth
- Understanding of and relating to other people (including people of other races, cultures, ethnic backgrounds, and religions and those with special needs)
- Choosing and undertaking work

## Developing a Positive Learning Environment That Is Primarily Preventive

One of the major criticisms of guidance programs is that only those students with critical problems receive assistance. A comprehensive guidance program must provide for meeting the needs of all students and thereby prevent most of the critical problems from arising.

Preventive services are those educational services designed to assist students in developing coping skills and proficiencies. Remedial and rehabilitative services to assist with student crises and other immediate problems are part of a comprehensive program; however, major efforts should be expended toward providing educational guidance activities and creating a positive and preventive learning environment.

If a program begins at the elementary level, the program can be preventive. By providing early for the development of feelings of self-worth, positive attitudes toward learning, work, and society, and the identification and remediation of potential learning problems, a program can help prevent the types of problems that surface at the secondary level or later in adulthood.

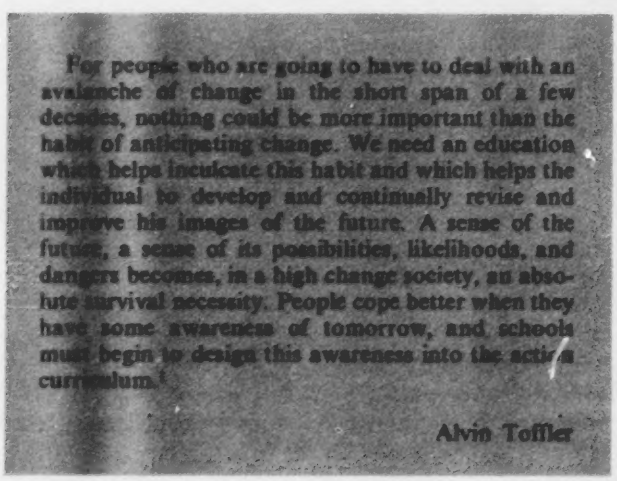
Although remedial and rehabilitative activities to assist students with crises and immediate problems must remain a part of the comprehensive program,

activities should be included that are preventive in nature and that address the following student outcomes:

- Knowledge by students of their strengths and self-worth
- Knowledge and appreciation of their own individuality and acceptance of people whose racial, cultural, ethnic, or socioeconomic backgrounds are different from their own
- Knowledge of positive alternative ways of coping with situations as they arise.
- Knowledge of how to make decisions and the necessity for accepting the responsibility for those decisions
- Knowledge about the opportunities and responsibilities of citizenship

## Orienting Services and Curriculum Toward the Future

It is impossible to predict the circumstances that students will encounter when they assume adult responsibilities. The only certainty is that the conditions will be different from those of today. It is clearly inappropriate, then, to base students' education on the past or on one particular version of the future. Moreover, educational planning based merely on modifications (whether extrapolations or refinements) of existing programs will prove totally inadequate in meeting the challenge of the coming decades. Alvin Toffler said it like this:


For people who are going to have to deal with an avalanche of change in the short span of a few decades, nothing could be more important than the habit of anticipating change. We need an education which helps inculcate this habit and which helps the individual to develop and continually revise and improve his images of the future. A sense of the future, a sense of its possibilities, likelihoods, and dangers becomes, in a high change society, an absolute survival necessity. People cope better when they have some awareness of tomorrow, and schools must begin to design this awareness into the active curriculum.[1]
Alvin Toffler

[1]Alvin Toffler, in *The Future of Education—Perspectives in Tomorrow's Schooling*. Edited by L. Rubin. Boston: Allyn and Bacon, Inc., 1975, page 118.

The current concept of career education as *life planning* is relevant to the unmet student needs identified earlier in this document. Instead of simply providing information about careers and colleges, guidance services should also be helping students learn how to collect and use information. In other words, an effective comprehensive guidance program helps students learn not only *what to decide* but also *how to decide*. In support of this concept, activities that address the following desired outcomes must be included in the comprehensive plan:

- Knowledge about and the ability to accept the need for change, including the skills to cope with crises and changing life situations
- Knowledge of and practice in utilizing decision-making processes
- Understanding of the necessity for a commitment to life-long learning

## Providing for Human Equity

Interviewers working with the study *Lost in the Shuffle*[2] reported that educational counseling sessions often seem to perpetuate racial and sex-role stereotypes and prejudices, that students with limited social and career aspirations are neither encouraged to seek nor are properly informed of the educational and career options that might be open to them, and that sexist and racist stereotyping continue in career counseling, job placement, course assignment, and access to college admissions information.

School districts have the responsibility to provide for human equity, not only as it relates to race and sex, but also as it relates to the handicapped, disadvantaged, and limited-English-speaking students and other students with special needs. Many schools have supplemental resources that may be used to help meet these special needs, and the guidance program should be planned in conjunction with the planning related to the use of these resources.

Federal and state legislation requires that guidance programs be free from bias. All students should have equal access to high quality educational and career opportunities. Guidance programs, policies, procedures, and materials should be evaluated and modified in compliance with the mandates. Guidance specialists need to facilitate compliance with legislation by ensuring that all students are included in (1) membership in school-related clubs; (2) recruitment and admissions for all courses; (3) physical education

[2]*Lost in the Shuffle: A Report on the Guidance System in California Secondary Schools*. Santa Barbara: Citizen's Policy Center, 1979.

and athletics programs; (4) honors and awards; and (5) career and work-related experiences.

Guidance specialists have an important role in helping to ensure human equity within the context of the school environment. They should:

- Promote human equity.
- Help define the special needs of special populations in the school setting.
- Work closely with those who are developing programs for students with exceptional needs.
- Know what the legislation provides and requires of them in working with these students.
- Use the skills necessary to facilitate attitude and behavior change.
- Design and develop appropriate programs.
- Carry out strategies based on individual needs.
- Use resources in the community as well as in the educational setting.
- Evaluate programs and share successful strategies with others.

The passage of equal rights and civil rights legislation has increased employment options, altered organizational patterns and policies, and expanded educational and training procedures for all discriminated groups. However, legislation alone does not eliminate discriminatory practices. The *widening* gap in earnings between women and men *since* the passage of the Equal Pay Act is a reminder of this fact. It is important for educators to be familiar with the legislation that applies to educational and work settings. Students need to be educated about their rights, and educators and potential employers need to be reminded of the laws. (The legal basis for human equity is included in Appendix D.)

***Sexist and racist stereotyping continue in career counseling, job placement, course assignment, and access to college admissions information.***

Human equity goals should be built into the guidance program. Planned activities should include but not be limited to the following:

- Provision of tests and career materials that are judged free of bias
- Assurance that all students have equal access to all course offerings
- Assurance that college, job, scholarship, and other information is available to all students and their parents
- Provision of successful role models for minorities, girls, and the handicapped

## Utilizing All Available Resources in School and Community, Both Human and Material

As the concepts described thus far clearly demonstrate, the focus of a comprehensive guidance program is on student needs and how best to meet them. The program seeks to provide assistance to all students in the areas of personal, social, educational, and career development. Oriented to the future, it incorporates a personalized and developmental approach to learning in an environment that is primarily preventive. Clearly, such a program, rather than being placed in competition with existing programs, must be integrated into the total school system. Instead of relying on the isolated services and activities of a limited number of school personnel, the program must depend upon and plan for the collaborative efforts of all school staff, students, and members of the community in accordance with each participant's qualifications and expertise.

Total school participation is one type of creative strategy that can aid schools in meeting the needs of students as well as addressing crisis demands, such as financial constraints and student behavior problems. It is the type of positive strategy that can ensure the most effective use of the guidance specialist's varied skills. In schools participating in the School Improvement Program, such a process is already available and should be used.

Rather than placing additional responsibilities on already burdened guidance specialists and teachers, a comprehensive guidance program provides the opportunity to develop new and exciting approaches to the cognitive and affective education of students. The participation of paraprofessionals, students, parents, and others helps by freeing guidance specialists for those services for which they have been trained while at the same time allowing the specialists to function in new roles as coordinators and as consultants to teachers and administrators. As a result of coordinated efforts, teachers are given a chance to enrich the curriculum through the infusion of guidance-related materials and activities and to participate in such activities as student advisement programs. Administrators are given the opportunity to provide the kind of leadership that will create a school environment conducive to the promotion of guidance-related activities. Others can also be involved in the planning and implementation of a program, including students as peer counselors, parents and other community members as resource persons, learning and career center staff, library and media center staff, and so forth.

Full participation by the school community has clear implications for the total school curriculum and, thus, for the quality of students' school experiences. Tapping the resources of as many individuals as possible allows guidance services and activities to be carried out in a number of settings and through a number of methods, each of which focuses on helping students realize their full potential.

## Utilizing a Participatory Approach to Systematic Planning, Implementation, and Evaluation

Over the past several years, it has become increasingly apparent that guidance must be developed as a systematically planned program rather than as a set of essentially independent services. In recent years accountability has become a major concern of school personnel. As experience has taught the rewards of careful planning and monitoring of program activities, concepts such as "planning" and "evaluation" have become better understood and more widely implemented. Many school staffs have come to realize that a dynamic, systematic guidance program can become the core of the school.

To integrate a comprehensive program into the total school program, school administrators will find it helpful to use a systematic participatory approach. Briefly defined, a "systematic" guidance program refers to a collection of interconnected parts, or components, designed by the staff to carry out certain activities for achieving agreed upon outcomes. It contains four components: planning, structuring (designing), implementing, and evaluating. One authority in the field partially defines these as follows:

- Planning—determining the knowledge, skills, and attitudes students need to acquire; the resources available; the desired outcomes at each level; and the evaluation needs
- Structuring—making decisions as to *who* will do *what* for *which* students *when*
- Implementing—concentrating on the student outcomes-based activities developed during the planning and structuring stages
- Evaluating—providing information for making decisions and focusing on program effectiveness rather than on counselor or student[3]

[3]Anita M. Mitchell, "The Design, Development, and Evaluation of Systematic Guidance Programs, in *New Imperatives for Guidance* (Edited by Gary R. Walz and Libby Benjamin), Clearinghouse on Counseling and Personnel Services, School of Education, University of Michigan, Ann Arbor, 1978.

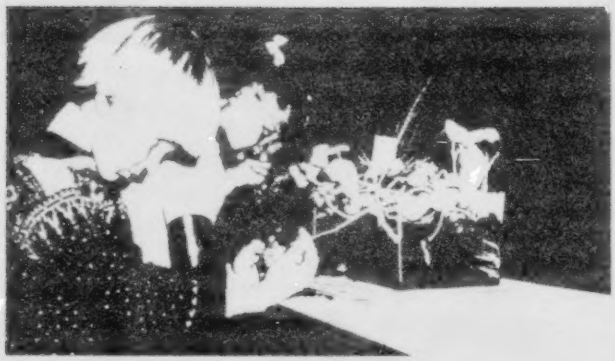
A systematic approach provides a school staff with a *plan* of *what* it wants to achieve, *how* to achieve it, and *who* will help achieve it. (See Chapter 3 for a more complete description of this approach.)

The purpose of participatory planning is to achieve a broad agreement on what is expected of students and how the school program as a whole may be improved so that students may meet those expectations. The program improvement process of the school includes the initial planning of the program, ongoing planning and evaluation, all the formal and informal plans developed through the school year, as well as the activities that contribute to translating the planned program into action.

Between planning the program and accomplishing what has been planned are the crucial activities which translate these plans into action. These activities involve communication and collaboration among staff, mutual support, appropriate personnel assignments, reallocation of time, scheduling, space allocation, ordering needed supplies, coordinating and sequencing, and quality control.

***The purpose of participatory planning is to achieve a broad agreement on what is expected of students and how the school program as a whole may be improved so that students may meet those expectations.***

***Various persons, including teaching staff, specialist staff, parents, and administrators, have specific responsibilities for planning, designing, implementing, and evaluating the delivery of the guidance curriculum.***



## Chapter 3

# Developing a Comprehensive Guidance Program

Chapter 2 includes a brief description of several concepts that are central to a comprehensive guidance program. This chapter includes some suggestions for developing such a program. There is some danger in providing examples, because they may be interpreted as the *right* or *only* way of putting the concepts into practice. It should be made clear, then, that although they are based on published sources, the examples are simplifications and are included primarily for clarification purposes. The annotated bibliography contains a number of sources to assist in selecting the methods and approaches most appropriate to a particular school situation. The bibliography begins on page 29.

Since planning is the most logical place to begin in developing a comprehensive guidance program, suggestions are presented within a systematic framework.

In the development of the comprehensive guidance program, it is important to gain the acceptance and active support of all those who will be involved—guidance specialists, teachers, students, parents, and others. One way to do this is to involve as many individuals as possible through systematic planning. Such an approach allows everyone to provide input and keeps everyone informed on what is happening in the program. Equally as important, when individuals are involved in planning, they adapt more readily to change; and establishing a comprehensive guidance program is clearly a change process.

Planning can be accomplished in many ways. Most planning models include the same basic steps and differ procedurally only in minor ways and in the language and terminology used. Documents published by the State Department of Education that are in widespread use throughout California and are useful references for a school community in planning a comprehensive guidance program are *Planning Handbook* (Revised edition); *How to Make the Best School Site Council in the World; Program Review Handbook for Elementary Schools;* and *Program Review Handbook for Secondary Schools.*

***It is important to gain the acceptance and active support of all those who will be involved in the development of the comprehensive guidance program—guidance specialists, teachers, students, parents, and others. One way to do this is to involve as many individuals as possible through systematic planning.***

However a school community organizes its improvement process, the content areas of the guidance program should be described clearly. These content areas

are then used as the basis for defining student needs, for defining student goals, and for evaluating the effectiveness of the program in operation.

As stated earlier, a systematic approach provides the program planners with a plan for *what* they want to achieve, *how* they will achieve it, and *who* will help achieve it. The systematic approach is a process involving four phases of program development—planning, structuring (designing), implementing, and evaluating—as well as the activities related to those phases. Although the systematic framework described here is compatible with several theoretical models, it is based primarily on the planning model described in the California Personnel and Guidance Association's Monograph 12.[1] The process of planning, structuring, implementing, and evaluating can be described as a series of progressive steps. Although the steps are defined sequentially, they are actually interrelated, as shown in Figure 1. Program developers can start at any place on the wheel, depending upon the current status of the guidance program.

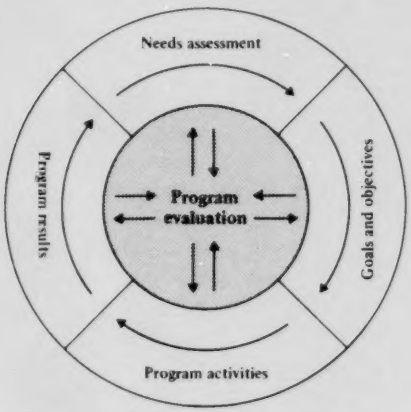



**Fig. 1. Personal, social, educational, and career development**

Prior to gathering data, planners will wish to state the basic philosophy and underlying assumptions upon which the guidance program will be based. This may already have been done or may be extracted from district philosophy and goals. The philosophy states the fundamental reasons for the program being the way it will be. The assumptions are the set of principles which all staff agree will guide the program activities. The philosophy and assumptions will be helpful in developing goals, objectives, activities, and services.

[1]Anne Upton, et al. *A Planning Model for Developing a Career Guidance Curriculum.* Fullerton: California Personnel and Guidance Association, Monograph Number 12, 1978.

As the program is planned, structured, and implemented, school staff should consider the following:

Step 1: Devise an Evaluation Design.
Step 2: Determine Student Needs.
Step 3: Establish the Goals.
Step 4: Write the Objectives.
Step 5: Select, Schedule, and Assist Personnel to Provide Services and Activities Designed to Help Students Reach the Objectives.
Step 6: Develop Skills of Staff When Necessary.
Step 7: Evaluate the Program; Make Necessary Changes; Report the Results.

## Step 1: Devise an Evaluation Design.

Evaluation is a continuous process, and it is important to develop a plan for gathering information early in the process of planning. Staff will need to determine what decisions must be made regarding the program and what information will need to be collected to make decisions wisely. An evaluation design is simply a plan for collecting the right kinds of information. Evaluation is addressed more fully in Step 7.

## Step 2: Determine Student Needs.

As program planning begins, staff members will undoubtedly already have many ideas about what they hope students will be able to do and know as a result of the program. However, to ensure the success of planning efforts, staff will want to get some feedback from the others involved. One way to do this is to conduct a needs assessment. Conducting a needs assessment does not mean simply that students, parents, teachers, and counselors are asked what they want the program to be. It means that, once a philosophical framework for the program is decided, others will be given a chance to help decide the priorities within that selected framework. A needs assessment involves two actions:

1. *Determine what is wanted.* This means finding out what students, staff, and parents want the outcomes of the program to be (sometimes called "assessing desired outcomes").
2. *Identify what exists now.* This means finding out what the outcomes are currently (sometimes called "assessing current status").

As the assessment instruments are constructed, planners must keep in mind the concepts discussed in Chapter 2. For example, others may wish to address

student needs in the areas of personal, social, educational, and career development. A carefully constructed needs assessment can also indicate how well

***Goals are global statements that reflect the desired outcomes toward which the program will be directed.***

the staff is providing a preventive educational environment and how well it is doing in terms of human equity.

The comparison of the results of the assessment will allow the staff to identify student needs. Those needs will be considered when goal statements are written.

## Step 3: Establish the Goals.

Goals may be defined as general statements of what is ideally expected as a result of the comprehensive guidance program. They are global statements that reflect the desired outcomes toward which the program will be directed.

The staff will want to write goals to cover the needs identified by the comparison of the two assessments as well as some to cover the desired outcomes already being met. Another source of goal statements would be the district philosophy and goals. Once goals have been developed, the staff will need to translate them into objectives; i.e., more specifically worded statements that allow the staff to determine whether students are progressing toward the goals. Objectives are discussed in the next step. At this point, however, it is appropriate to consider the developmental aspects of the program.

### Writing Goals by Development Levels

When the staff is writing goals, it will need to consider students' readiness for different aspects of the guidance content. That can be accomplished by developing specific goals that relate to the students' stages of development. The following discussion should help in understanding the process more fully.

In developing goals for students, the staff will first wish to develop a general statement of the overall outcome expected from students in the program. An example of one such general goal is as follows:

> All students who pursue their education in a California school should reach optimum personal, social, educational, and career development as indicated in their:
>
> - Realistic self-concept and healthy self-respect
> - Healthy interpersonal relationships
> - Responsible behavior in the school, family, and community
> - Motivation to continue to learn and to accept responsibility for their own learning
> - Understanding of themselves, the world of work, and the realistic integration of one with the other

Once the general goal is written, the next task will be to write more specific goals for students. Although there is more than one approach, a way to begin is by writing goals by content areas. While a comprehensive program assists in the total development of students as whole people, for the purposes of planning, designing, implementing, and evaluating, it is essential to define specific content areas. In this document the guidance program is seen as one that provides assistance to students in their personal. social, educational, and career development.

### Writing Goals by Content Areas

Following is an example of how the general goal might be translated into more specific student goals within the four content areas:

I. PERSONAL DEVELOPMENT: Understanding of self—

Students will have realistic self-concepts.

Students will have healthy respect for themselves.

II. SOCIAL DEVELOPMENT: Relating to others—

Students will maintain healthy interpersonal relationships.

Students will behave responsibly in school.

Students will behave responsibly in the family.

Students will behave responsibly in the community.

III. EDUCATIONAL DEVELOPMENT: Making effective use of learning—

Students will maintain their natural motivation to learn.

Students will feel satisfaction with learning.

Students will strive for maximum use of their potential.

Students will accept responsibility for their own learning experiences.

Students will seek out new learning experiences.

IV. CAREER DEVELOPMENT: Planning for the future—

Students will be aware of their career potential.

Students will have realistic perceptions about the world of work.

Students will relate themselves to the world of work.

Although writing goals for each of the content areas allows the staff members to address important areas of need for students, they will probably discover that some of the goals have more relevance to one population in the school than for another and that the goals do not address the developmental levels of students. The task, then, becomes one of refining the goals so that they address the different populations as well as the developmental levels within those populations.

**Refining Goals by Grade Levels and Levels of Internalization**

Perhaps one of the easiest ways to group goals is by grade level. Needless to say, schools and school districts would use grade spans consistent with their local school structures. For the purposes of this document, four grade spans are recommended: kindergarten through grade three, grades four through six, grades seven and eight, and grades nine through adult.

Deciding which goals will be appropriate to each grade span is not the only consideration that should be made in the refining process. Staff members will also wish to consider the developmental differences within age groups. One way to account for these differences is to write goals for each grade span at each of the three levels of internalization as described here.

Specifying student goals in accordance with the three levels of internalization—awareness, accommodation, and action—is one way of treating goals developmentally.

The *awareness* level could be described as that level at which students are receiving input or information or are decoding. At this level, students are functioning in the cognitive domain. Subgoals written for this level will be characterized by such phrases as "students will be aware of . . ." or "students will learn about . . ." or "students will have information about . . . ."

***Specifying student goals in accordance with the three levels of internalization—awareness, accommodation, and action—is one way of treating goals developmentally.***

The *accommodation* level could be described as that level at which students are processing the information, accepting it or rejecting it, and understanding it or integrating it. At this level, students move from the cognitive to the affective domain. They exhibit interest and/or appreciation for the information. Subgoals written for this level can be characterized by such phrases as "students will appreciate . . ." or "students will understand . . ." or "students will develop . . ." or "students will realize . . . ."

The *action* level might be described as that level at which students express themselves, give output, encode, manifest behaviors which come from their awareness and understanding, make decisions and act on them, or create. Students at this level are applying both cognitive and affective processes. Subgoals written for this level will be characterized by action verbs; for example, "Students will *formulate* tentative career plans," "Students will *use* negotiation skills," and "Students will *respect* the integrity of others."

When writing subgoals at one of the levels, school staffs should make certain that parallel subgoals are included in all three levels; that is, to ensure that students meet an expected goal, the program must be designed to assist students' progress through the three levels of internalization.

To summarize, what has just been described is a kind of refinement process for the writing of student goals. This process incorporates consideration of the four content areas, the grade span levels, and the levels of internalization. The chart on page 14 illustrates how these can be coordinated. Note that the example includes illustrative goals written for each grade span at all three levels of internalization.

School staffs may find it more appropriate for their situations to write goals for various populations and then to write their objectives at the levels of internalization.

**Additional Sources for Treating Goals Developmentally**

In refining goals by developmental levels, staff members are encouraged to review the concepts expressed by such authorities as Erikson (1968). (References are included in the annotated bibliography; see page 29.)

Two excellent resources are the textbooks by Dinkmeyer and Caldwell[2] and Blocher,[3] which outline developmental approaches to guidance program planning. The following are samples of goals for students by developmental stages:

- Developmental Tasks of Preadolescents, Ages Five Through Twelve Years (from Dinkmeyer and Caldwell)

  Acquiring a realistic sense of self-identity and self-acceptance; developing an adequate self-image and feelings of adequacy:

  1. Students will accept their capabilities.
  2. Students will recognize that at times others do better than they.
  3. Students will accept the idea that they are still adequate even when they do not place first in competition.

- Coping Behaviors of Later Adolescence, Ages Fifteen Through Nineteen Years (from Blocher)

  Reciprocal behavior:

  1. Students will trust others in matters of personal concern.
  2. Students will share resources with each other for mutual benefit.
  3. Students will keep their promises made to peers and adults.
  4. Students will keep confidences in keeping with personal integrity.

## Step 4: Write the Objectives.

Because goals are usually stated in broad general terms, it is difficult to know whether or not students have reached them. Consequently, once a set of comprehensive goals has been decided, the next task will be to translate each of the goals into specific objectives. More narrow in scope, objectives are stated in such a way that the desired outcomes for students are both *measurable* and *observable.* A number of objectives may be written for each goal. They act as an important link between a particular goal and the methods (activities, services, and so forth) that will be used to assist students toward the goal.

Performance objectives state clearly what students will accomplish and exactly how that accomplishment will be judged. They identify who will be able to do *what* and *how well, when* it will happen, and *how* it will be *evaluated.*

An objective should be so understandable that anyone reading it can tell who will be able to do what and when, as well as how to judge whether the objective has been met. Additionally, objectives must be challenging enough to ensure motivation and progress for all students as well as the parents and staff involved in the program.

***An objective should be so understandable that anyone reading it can tell who will be able to do what and when, as well as how to judge whether the objective has been met.***

The following are two examples of a goal and related objective:

*Goal:* The student will understand the many ways in which society influences the nature and structure of work.

*Objective:* Given a list of common occupations, all eleventh grade students will specify at least one societal purpose that is served by each, with 90 percent accuracy.

Second example

*Goal:* Students will be able to better understand people whose racial, cultural, ethnic, or socioeconomic backgrounds are different from their own.

*Objective:* After reviewing selected reading materials and films, all seventh grade students will be able to identify at least three ways in which racial prejudice may be communicated.

Although the focus of the last several paragraphs has been on the writing of student goals and objectives, the school staff will also want to write program goals and objectives.

[2]Don Dinkmeyer and Edson Caldwell, *Developmental Counseling and Guidance in the Elementary School.* New York: McGraw Book, Co., 1970.

[3]Donald H. Blocher, *Developmental Counseling.* New York: Ronald Press, 1974.

ILLUSTRATIVE GOALS ACCORDING TO INTERNALIZATION LEVELS AND GRADE SPANS

*Content areas:* PERSONAL DEVELOPMENT: Understanding of self
*General goal:* Students will have healthy respect for themselves.

| Internalization level | Kindergarten through grade three | Grades four through six | Grades seven and eight | Grades nine through twelve |
|---|---|---|---|---|
| Awareness | Students will be aware that families are part of a broader entity called a culture. | Students will be aware that their families have a cultural heritage. | Students will be aware that there are differences among cultures. | Students will be aware that their cultural heritage contributes to their personal uniqueness. |
| Accommodation | Students will understand that their families are parts of cultures. | Students will understand that their families have a cultural heritage. | Students will understand that there are differences between different cultures. | Students will understand how their cultural heritage contributes to their personal uniqueness. |
| Action | Students will be able to describe the culture they currently live in. | Students will be able to describe the culture(s) of their families' heritage. | Students will be able to explain the differences among a variety of cultures and the culture of their heritage. | Students will be proud of the contribution their cultural heritage makes to their personal uniqueness. |

## Step 5: Select, Schedule, and Assist Personnel to Provide Services and Activities Designed to Help Students Reach the Objectives.

Of course, a set of goals and objectives is not a complete guidance program. A guidance program also includes the methods, techniques, procedures, and activities which are used to assist students in achieving objectives and progressing toward the attainment of goals. "Guidance curriculum" and "guidance services" are terms used to describe some of these methods. Developing a comprehensive guidance program involves determining which methods will be best used to achieve student objectives.

### Guidance Curriculum

Ideally, the guidance curriculum is infused throughout the total school curriculum as the staff meets the requirements of assisting students to make reasonable progress in the content areas. Various persons, including teaching staff, specialist staff, parents, and administrators, have specific responsibilities for planning, designing, implementing, and evaluating the delivery of the guidance curriculum.

A guidance curriculum and its infusion into the total curriculum of the school are usually the most neglected aspects of a guidance program. Career education and career development activities are an increasing exception. Group guidance classes, teacher advisement programs, minicourses, and other short-range courses of study are examples of curriculum methods to reach certain personal, social, educational, and career development objectives.

### Guidance Services

Guidance services are the noncurricular methods used in the guidance program. Such services are often provided in settings other than the classroom, such as the counseling office or career center. These services are provided by credentialed and other school personnel. Some typical services might include the following:

- Psychological counseling
- Psychoeducational assessment and diagnosis
- Referral to community agencies
- Consultation with teachers and parents
- Administering, scoring, and interpreting of tests
- Group and individual casework
- Interviewing of students
- Providing of information

The discovery, development, and appropriate utilization of expertise is part of developing a guidance program. However, the entire staff—school psychologists, school counselors, guidance paraprofessionals, teachers, parents, and others—will provide only those services and functions for which they are the most qualified. (Refer also to Chapter 4.)

Also required during this step is the matching of task, talent, and time. In other words, this is when the *what, how, who,* and *when* are determined. Because the staff is moving from conceptualization to implementation, it is vitally important at this point that the staff reestablish the commitment of all those who are involved.

## Step 6: Develop Skills of Staff When Necessary.

In the staffing of guidance activities, guidance personnel may find that there are discrepancies between staff competencies and program needs. As a result, staff development activities may be needed for the professional growth of participants. Not all staff members need to possess all skills. (See Chapter 4.)

## Step 7: Evaluate Your Program; Make Necessary Changes; Report the Results.

As indicated in Step 1, evaluation is a continuous process throughout the planning, structuring, and implementation of the program. Evaluation may be defined as the process of determining the value or effectiveness of an activity for the purpose of making decisions about a program. The bibliography contains several sources on the subject to assist in the development of the evaluation plan. The intent here is simply to review briefly some of the typical steps and terms of the evaluation process.

### Steps in Evaluation

Steps typically involved in evaluation are:

1. Formulating the questions to be answered
2. Selecting/developing measurement instruments
3. Collecting and analyzing the data which will assist in answering the questions
4. Modifying plans, operations, and program directions in light of the findings

*Formulating the questions.* Since the purpose of evaluation is to provide data for making decisions, staff members will need to know in advance what questions they want answered. Some questions the staff might want answered from the data would include:

- What is the program trying to accomplish—what problems need to be solved?

- Do the stated goals reflect what it is we are trying to accomplish?
- Do we have the facilities, materials, and equipment to start the program? If not, what is missing?
- Is the program cost effective?
- Does one strategy work better than another?

*Selecting/developing measurement instruments.* As part of the evaluation design, the staff will need to decide what approach will be used for assessment purposes. A number of measurement techniques may be used: standardized norm-referenced tests, criterion-referenced tests, short answer and essay tests, questionnaires, observations, interviews, and school records.

*Collecting and analyzing the data.* The kinds of data to be collected should reflect the extent to which the data will answer the questions posed in the evaluation design. Some of the questions the staff may want to consider are: What kind of information needs to be collected to improve the project while it is in operation? What kind of information is needed when the program is over? In what format should various types of evaluation be presented to have the best chance of influencing important decisions? What kind of technical assistance is available to process, analyze, and present the data? Who is going to need or use the information? What decisions are going to be made as a result of the data analysis?

*Modifying plans, operations, and program directions in light of the findings.* The modification process takes place both during and at the end of the program. Although many of the activities may be very successful in helping students meet objectives, the staff may also wish to make certain changes in the program for improvement. Such improvements might include more student participation, different kinds of team leadership, different or reworded objectives, more community-based activities, or more individualized learning experiences.

**Types of Evaluation**

The two basic types of program evaluation are formative and summative.

*Formative evaluation* is concerned with both implementation processes and movement toward the attainment of objectives while the program is in progress. It answers the question, "How are we doing." Thus, mid-course corrections or modifications can be made if desirable.

*Summative evaluation* is concerned with evidenced results which include measuring the level of achievement of objectives and the success or failure of implementation processes. Since it takes place at the end of a program, summative evaluation answers the question, "How did we do?"

Formative and summative evaluation may include product, process, and context data. The two types of evaluation along with the three kinds of evaluation data which can be gathered for each can be seen as follows:

| | Formative | Summative |
|---|---|---|
| Product data | | |
| Process data | | |
| Context data | | |

All three types of data may be collected during a program cycle or at the end of a given period of time.

*Product data* focus on the outcomes, results, or products of the programs in order to measure the accomplishments during or at the end of the program. Product data should, therefore, be related to the program goals and objectives.

*Process data* focus on the program activities and procedures which have been implemented to assist students in attaining program objectives. Such information helps to determine the effectiveness of the activities of the program. Once again the monitoring of activities (process data) can take place during or at the end of a program.

*Context data* focus on the environment in which the program activities take place. This might include facilities, policies, class organization, attitudes, and support of the administration toward the program.

See Appendix C for a sample evaluation plan and sample monitoring forms.

In summary, every component of the program has its role to play and is related to every other component. The needs assessment suggests those areas in which goals and objectives need to be developed; program activities or strategies to assist students in meeting the goals and objectives; and implementation of program activities produces results. Evaluation provides current data which allow staff members to determine their successes and to take corrective action where necessary. Rather than being seen as an isolated activity, evaluation can be the nucleus of the program as it interacts with every other aspect of the program.

**Reporting of Results**

Evaluation allows the staff to make decisions about the program. All persons involved in the program

must be kept up-to-date on what is happening. Many guidance program developers forget to tell people what is happening or to ask them what they want. A systematic approach is a continuous cycle of asking, doing, evaluating, and reporting.

**Summary Checklist**

On the next page is a checklist that may be used in assessing the current guidance program as well as a guide for criteria to be included in developing a comprehensive guidance program.

## A CHECKLIST FOR DEVELOPING A GUIDANCE PROGRAM

___ 1. Is there a district or school philosophy statement?

___ 2. How does the development of the guidance program at the school fit into what other planning groups are doing (for example, the school site council, school advisory committee, bilingual education committee, or other curriculum or program development groups)?

___ 3. Is there an overall goal statement or set of assumptions for the guidance program?

___ 4. Is there a set of guidance goals for students?

- ___ Are goals written by grade levels?
- ___ Are goals written by levels of internalization?
- ___ Were students, parents, and staff involved in the writing of goals?

___ 5. Are the student goals representative of the needs of students from all the language, economic, and ethnic groups at the school?

___ 6. Is there a set of student objectives?

___ 7. Is a guidance curriculum identified and established?

- ___ Is it clear which student outcomes are addressed?

___ 8. Are guidance services specified and adequately staffed?

- ___ Is it clear which student outcomes they address?

___ 9. Does the program provide support to all students in meeting academic proficiency standards?

___10. Does a plan exist for identifying and developing and utilizing the expertise of all available personnel?

___11. Is there continuous program evaluation?

___12. Is a report presented on the program?

___13. Are all persons who are affected by the program involved in the development and implementation of the program (students, staff, administration, guidance personnel, parents, community, school board)?

___14. Is there administrative support?

___15. Are there sufficient facilities to carry out the program?

___16. Is there adequate financial support for the program? What resources are available (for example, ESEA, Title I; Economic Impact Aid; School Improvement Program)?

Chapter 4

# Implications for Personnel in a Comprehensive Guidance Program

A point made repeatedly in this publication is that the success of a comprehensive guidance program depends upon the active participation of everyone involved—guidance specialists, teachers, administrators, paraprofessionals, volunteers, peers, nurses, librarians, parents, and other community members. A point also made is that a comprehensive guidance program is designed not to put an additional burden on guidance specialists and teachers but to allow them to develop new and exciting approaches to the cognitive and affective education of students.

In essence, total school involvement means a sharing of responsibilities and expertise. Traditional roles of guidance specialists (see Appendix B for role descriptions by professional organizations) will need to be reexamined in terms of their effectiveness in a comprehensive system. Shared responsibility will allow guidance specialists more time to utilize their special training. They will also be called upon to utilize their talents in a variety of new modes; e.g., as coordinators, consultants, and change agents.

## Personnel Qualifications and Competencies

This section contains a description of the personnel qualifications and competencies that will be called for in a comprehensive guidance program. Although they are primarily pertinent to guidance specialists, these qualifications and competencies may be possessed by a number of different persons in the school, regardless of their working titles.

1. *Knowledge of the developmental stages of students, including personal development, social development, career development, and educational development.* This knowledge includes the ability to assess individual students and to provide the skills needed to help each student develop in these areas. More specifically, it includes but is not limited to a demonstrated knowledge of vocational choice theory; decision-making processes; value clarification; human sexuality; family life; assessment techniques; educational and career information; and differences in ethnic, religious, and sexual choices.

***These qualifications and competencies may be possessed by a number of different persons in the school regardless of their working titles.***

2. *Knowledge and skills to function as a consultant to parents, teachers, and other significant persons in the student's life.* This is an emerging role

for the guidance specialist. The abilities to consult with others, to conduct conferences, and to offer staff development programs are dimensions of this new role. Personnel will need to become competent in learning development, diagnosis, communication, social systems evaluation, student behavior modifications, and leadership.

3. *Knowledge and skills to serve as a psychological educator in the school.* As comprehensive guidance program activities and services permeate the entire school, including the curriculum, the guidance specialists will become teachers as well as coordinators of others involved in the psychological education program. They will need knowledge and skills in the affective domain, in facilitating mental health and psychological development, and in helping students develop coping skills. The focus will be on the physical, psychological, social, moral, vocational, marital, and other aspects of personal development.

***These qualifications and competencies will need to be developed through a planned and integrated program of preservice, staff development, and renewal programs.***

4. *Knowledge and skills to become an agent of change.* The guidance specialist will need to become a behavioral scientist who can use the theories and techniques of social change to correct conditions which are potentially damaging to the student's personal, social, career, and educational development. This role includes assessing the degree to which the curriculum and school environment are enhancing positive student development and working to change the conditions that are not.
5. *Knowledge and skills to coordinate the activities of other helpers.* This function will require of the guidance specialist the ability to train and to supervise the functioning of others involved in the comprehensive guidance program, including teachers, paraprofessionals, students, parents, and community volunteers.

   This role should also involve the evaluation of the quasi-administrative roles of counselors in relation to curricular advising, testing, scheduling, clerical responsibilities, attendance, and placement. This assessment can be used to determine how much professional time is being spent in work supportive of curriculum and instruction, the appropriate professional time and expertise to be spent in these areas, and the alternative means whereby professional staff can be freed of many tasks which do not necessitate professional attention.
6. *Knowledge and skills to facilitate human equity.* This function involves interaction with groups other than one's own. It includes cultural awareness and the acceptance of different values in nontraditional roles and life-styles. It is the proven ability to work in a facilitative way with individuals from diverse cultures and life-styles, with the handicapped, and with men and women.
7. *Knowledge and skills to plan, implement, and evaluate comprehensive guidance programs, activities, and services.* Guidance specialists and others will need to assess needs, to state goals and objectives in accordance with these needs, and to develop strategies to implement these goals and objectives. This function will require demonstrated knowledge and the ability to develop, organize, and administer educational, personal, social, and career development activities and services. This will also require a usable knowledge of research design, statistical analysis, behavioral objectives, and the interpretation of the results to others. It will also be helpful if the guidance specialist is familiar with the sources of funding and has the ability to write grant proposals.
8. *Knowledge and skills to link with other comprehensive guidance programs and services available in the community.* This function will require that the guidance specialist have the demonstrated knowledge of the various programs and services available in the community and skills to cooperate with others in providing optimum service to students. These specialists must also be skilled in setting up and following through on referrals to community resources.

These qualifications and competencies will need to be developed through a planned and integrated program of preservice, staff development, and renewal programs. This will require the cooperation of training institutions, accrediting bodies, school districts, offices of county superintendents of schools, the State Department of Education, and the Commission for Teacher Preparation and Licensing.

## Preservice Education

Preservice education programs are influenced by credentialing requirements, accreditation standards, and the training programs developed by the individual colleges and universities.

### College and University Programs

Currently, more than 40 California colleges and universities are accredited by the California Commission for Teacher Preparation and Licensing to train pupil personnel service specialists. Many of those institutions are training counselors to serve in a number of settings, including the school. The emerging role of the guidance specialist may require a change in emphasis in many current training programs as they apply to the school counselor. Each training institution is urged to examine its training program to ensure that the graduates are prepared to function in the schools of the future as delineated in this document.

### Accrediting Bodies

Both the national and state associations for counselor education and supervision, the Association for Counselor Education and Supervision and the California Association for Counselor Education and Supervision (ACES and CACES), have accreditation standards that define areas to be covered in counselor preparation. These, too, need to be examined to determine their agreement or discrepancy with the role and qualifications of the guidance specialist outlined in this document.

### Credentialing

Pupil personnel specialists are credentialed by the California Commission for Teacher Preparation and Licensing. Competencies for these specialists are listed in the credential requirements. Universities and colleges at which these specialists are trained submit proposals to the commission, stating how their programs prepare graduates who will possess these competencies. Institutions are later visited to determine whether the programs are helping students acquire these competencies. The commission needs to reexamine the present competencies to determine whether they are compatible with the newly defined roles.

## Staff Development

Staff development programs take on additional significance at a time when there is little changeover of personnel. For the next few years at least, most of the comprehensive guidance programs and services will be provided by personnel currently employed. If their role is to change, as suggested here, then programs of retraining become imperative.

A needs assessment will be essential to the identification of the skill development required. The cooperation of school districts, county superintendents of schools, the State Department of Education, and training institutions will be needed to implement the findings of the needs assessment. The State Department of Education should provide leadership in both the development and implementation of a needs assessment. School district personnel, working with the county superintendents of schools and nearby training institutions, will be in the best position to develop and implement in-service training programs.

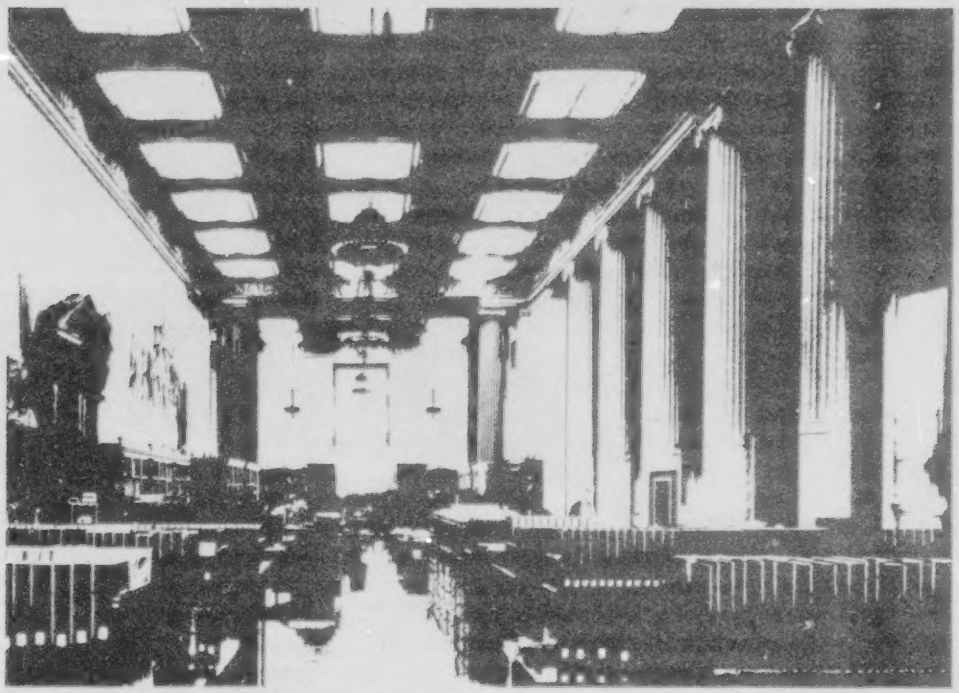
## Renewal Programs

Several professions currently require that their members continue to update their knowledge and skills as a condition of practicing that profession. California may wish to consider such a plan for its guidance specialists. Further impetus is given this concept in the recent study and publication of the Citizen's Policy Center organization. Authors of the study of guidance services in California secondary schools recommend instituting renewable pupil personnel services credentialing and developing continuing education requirements for recertification.[1]

Such renewal programs could focus on helping guidance specialists keep their skills current with the changing role of the profession. Such renewal programs will necessarily involve training institutions, accrediting bodies, school districts, county superintendents of schools, the State Department of Education, and the Commission for Teacher Preparation and Licensing.

[1] *Lost in the Shuffle: A Report on the Guidance System in California Secondary Schools.* Santa Barbara: Citizen's Policy Center, 1979, page 37.

***School districts and county superintendents of schools, the State Department of Education, the U.S. Department of Education, individual schools, and others have become aware through the years of materials that actually work.***



# Chapter 5
# Resources

Many resources and sources are available to help persons who are involved in developing and improving programs and services outlined in this document.

## Types of Resources

Assistance in the development and implementation of guidance programs can be obtained in many forms: people, program, materials, and financial resources.

### People

Consultants are available from school districts, offices of county superintendents of schools, colleges and universities, professional associations, and the State Department of Education for any given problem or interest area. These individuals can be very helpful in guiding and assisting the local group in any topic pertinent to a school district's interests and needs. Other human resources can be found in research facilities, federal government operations, and in the private sector. Personal acquaintances (work associates, "experts in the field") can often identify people who are resourceful and who can assist.

### Programs/Components/Ideas

Promising practices and programs in current pupil personnel programs and services can be identified as effective in meeting the individual needs of children and of society. Many exemplary programs, components, and ideas address the needs of relating to others, understanding self, planning for the future, preventing drug and alcohol abuse, resolving campus conflicts, preventing the spread of venereal disease, and preventing discriminatory practices. Most programs have one or two significant components that can be readily adapted to similar populations and settings. Most programs have well-developed ideas that can be helpful and often easily and simply implemented. The appropriateness of any of these program components and ideas depends upon the readiness of those involved in the implementation of the program.

### Materials and Services

Over a period of years, California's school districts and county superintendents of schools, the State Department of Education, the U.S. Department of Education, individual schools, and others have become aware of materials that actually work. Dependable services can also be identified through these same sources and others. Usually, information about services available is published in directories from federal, state, local, private, and professional groups. The information is also available in various publications, workshop services and manuals, and program guides.

Program planners should consider such resources as staff development centers, federal teacher centers, Program Development and Program Improvement Centers (PDPIC), and ESEA, Title IV-C Facilitator Centers, all of which can provide in-service training in counseling and guidance.

**Financial Resources**

One of the difficulties that district personnel have in determining available resources for funding guidance programs stems from the fact that very few funds are earmarked for this purpose in either state or federal budgets. Because guidance programs are not mandated for all students, districts have the option of either supporting or not suporting guidance from their general fund resources (including state and local funds).

The following is an overview of the current sources of funds. This type of information changes rapidly, and district personnel will need to check each year with the Personal and Career Development Services Unit at the State Department of Education for up-to-date information:

A. Programs that clearly specify that guidance programs are either eligible or mandated:

1. *Federal*

a. ESEA, Title IV-B: Effective October 1, 1980, guidance materials and equipment only are eligible for purchase from a district's allocation.

***Districts have the option of either supporting or not supporting guidance from their general fund resources (including state and local funds).***

b. ESEA, Title IV-C: Although there is no money set aside for guidance under this program (as there was at one time), districts can and do compete for the Title IV-C funds. California has had several innovative guidance projects funded under this program, and the Department of Education used Title IV-C funds for a traveling seminar to disseminate information about the effective practices generated by the projects.

c. ESEA, Title IV-D: This is a new title resulting from the potential withdrawal of funds from Title IV-B and was intended to be effective October 1, 1979. As a result of technical problems related to the wording of the act and the appropriation, implementation was delayed a year (see IV-B preceding). The estimated amount earmarked for California for 1980 was $1,626,694, which was appropriated but then was rescinded in the President's budget. The act is still in effect, however, and guidance personnel hope that there will be an appropriation in 1981-82.

d. Vocational Education, Subpart 3: Twenty percent of Subpart 3 funds under the Vocational Education Act (PL 94-482) must be spent on vocational guidance. Approximately $1 million goes to support programs for kindergarten through grade twelve. Some of these funds are allocated by formula to secondary schools. The balance is available through grants.

e. Career Education Incentive Act: California received approximately $1.6 million in 1979-80 and $1.1 million in 1980-81. Fifteen percent of the funds must be spent for guidance. However, career education goals are basically the same as career guidance goals, and more funds could be spent for general career development programs.

f. Comprehensive Employment and Training Act (CETA) and Youth Employment and Training Act (YETA): Guidance and counseling programs are eligible for funding and are even mandated for these programs. However, school districts must take the initiative and negotiate with prime sponsors for these funds.

2. *State*

a. Career Guidance Resource Centers: The state provides $222,500 to the Los Angeles and San Diego county superintendents of schools to coordinate programs and provide in-service training and materials to districts in those counties.

b. School Improvement Program (SIP), AB 65 (elementary and secondary): Although guidance is not explicitly specified, much of the legislation refers to such guidance and counseling activities as providing timely advice to students; fostering improved self-concepts and decision-making skills; and enhancing personal, social, and career development. Guidance and counseling is one element that is evaluated in school-level program reviews.

c. Bilingual Education. Guidance/counseling is now a required component, under State Board policy.

d. State Educationally Disadvantaged Youth (EDY), SB 90 funds: The guidance and counseling program is a required component.

e. Special education: Guidance-related services are required under the provisions of PL 94-142 and the California Master Plan for Special Education.

f. Migrant education: Guidance and counseling are required.

B. Federal resources that can be utilized by school districts:

1. ESEA, Title I: Many districts use Title I funds for counseling and guidance programs.

2. Bilingual (federal): The guidance and counseling function is an optional component.

3. Emergency School Aid Act (ESAA): ESAA funds can be used for guidance, counseling, and other personal services for pupils in schools with substantial proportions of minority students.

If district personnel are to develop comprehensive plans for guidance and counseling, they must carefully coordinate all available funds within the requirements of the various acts.

## Sources of Assistance

Assistance in planning and funding guidance programs is available from a variety of sources.

### Professional, Civic, and Voluntary Organizations

Special attention should be directed to organizations, consortiums, committees, commissions, boards, and private research firms which make substantial contributions for improving or expanding personal, social, career, and educational development programs and services. Professional organizations, social and service groups, chambers of commerce, and community-based organizations are potential sources. Local and state, rather than national sources, should be contacted for faster and more immediate responses. A valuable resource is the local parent-teacher-student organization.

### Commercial Firms

Personal, social, career, and educational development materials are published by many commercial firms in a variety of areas. Various materials and program components and ideas have been very well developed with millions of dollars invested. It has been said that commercial companies will go to great lengths to mass produce anything that sells. The smart consumer is one who knows how to identify that which might work for the population making use of the commercial product. However, consideration must be given to whether commercial materials will, in fact, be preferable in view of the well-documented sense of ownership and support that comes from using locally developed materials.

## Selection and Evaluation of Resources

The quantity of materials available for personal, social, career, and educational development is so great that it is not feasible for local school committees to obtain samples of each resource. However, it is desirable for local committees to develop a plan for securing and evaluating materials appropriate for the school, because not all materials contribute to the attainment of student objectives and competencies. Teachers, counselors, aides, administrators, parents, and students may be valuable committee members. Once noteworthy resources and sources are indentified, they should be documented, shared, and further developed. Librarians and media educators can contribute their expertise to the process and content of selection and evaluation of resources.

## State Personal and Career Development Services Unit

The major function of the Personal and Career Development Services Unit of the State Department of Education is assisting local educational agencies in planning, developing, and implementing comprehensive personal and career development programs and services designed to prepare students to make realistic educational and career choices. This function is accomplished by providing leadership, technical assistance, consultation, staff development, resources, information, and materials to pupil personnel services and career education specialists and others at the school, district, county, regional, and state levels.

Major specific activities in each of these general areas are identified here.

### Leadership

General leadership activities include developing programs within the Department, along with local education agencies, professional organizations, and other groups.

*Linkages within the Department* include planning cooperatively with other units and divisions, Title IX personnel, and the Office of Program Evaluation and Research to identify criteria for personal and career development components in school plans; assisting with the development of state plans, guidelines, policies, and procedures; involving Department field services personnel in promoting, identifying, and developing model demonstration programs and services; serving on Department task forces; working together with Department units implementing school improvement, special education, migrant and bilingual education, child development, gifted and talented, neglected and delinquent, and vocational education programs.

*Linkages with local educational agencies* involve providing consultation and information to each office of the county superintendent of schools through regional area assignments; conducting regional and county conferences for district guidance personnel; conducting an annual statewide conference involving local directors of pupil personnel services; and providing consultation to district directors upon request.

***Leadership activities include developing programs within the Department, along with local education agencies, professional organizations, and other groups.***

*Linkages with professional organizations* involve providing leadership, coordination, and official liaison to all of the major professional organizations in the state, including the California Personnel and Guidance Association, California Association of School Psychologists and Psychometrists, California School Counselors Association, California Association of Work Experience Educators, California Association of School Social Workers, California Association for Counselor Education and Supervision, California Association for Measurement and Evaluation in Guidance, and the Pupil Personnel Services Committee of the Association of California School Administrators; and liaison with organizations representing business, industry, labor, and government, including the Industry Education Council of California.

*Linkages with other agencies* involve developing and maintaining training standards in cooperation with colleges and universities training and credentialing pupil personnel specialists; serving on interagency task force/committees, Western Association of Schools and Colleges accreditation teams, ad hoc legislation committees of the California Congress of Parents and Teachers, and study groups for the United States Department of Education; providing leadership and coordination for other community and government agencies and commissions.

**Technical Assistance and Consultation**

Technical assistance and consultation emphasize comprehensive program planning, including goals and objectives based upon identified student needs and expected outcomes, strategies and activities, and program evaluation.

*Technical assistance* involves assisting county superintendents of schools' offices, districts, and schools with comprehensive planning of personal and career guidance programs; providing technical assistance to improve programs in counseling and guidance, school psychology, school social work, career guidance, and career education; offering specific support to schools needing assistance in implementing personal and career development program components; helping schools identify unique guidance needs of students with special needs, including handicapped, disadvantaged, out-of-school, limited-English-speaking, and gifted and talented youth, and strategies for meeting their needs; assisting school personnel involved in a School Improvement Program in the technical aspects of assessing pupil needs; improving school environment and the affective growth and development of students; and improving students' attitudes, self-esteem, and interpersonal relations.

*Consultation services* involve providing consultation on planning, developing, implementing, and evaluating a comprehensive articulated personal and career development program for all students, kindergarten through adult, based on expected student outcomes; and offering consultation and advice to county, district, and school-level personnel on problems related to guidance and counseling.

**Staff Development**

Staff development activities include in-service training and professional conferences to improve both instructional and guidance delivery systems.

*In-service training* involves providing seminars and workshops for Department, regional, county office, school district, local school, and college and university personnel to improve their skills and competencies in comprehensive program planning; training and developing teams of people at the school level, including administrators, teachers, pupil personnel specialists, students, parents, and community members; offering specific in-service training, on request, to schools not involved in categorically funded programs; conducting specialized training related to the Career Education Master Trainer program; and conducting on-site interviews to complete the evaluation of VEA, Part C, training projects.

*Professional conference* activities involve presenting seminars and training sessions related to personal and career development at annual conferences sponsored by the Department, agencies, county superintendents of schools, and professional organizations;

***Resource development includes identifying resources and model programs to improve the school curriculum in kindergarten through grade fourteen and dissemination of the guidance and career information, materials, and publications.***

sponsoring annual career education conferences; conducting annual conferences for county coordinators of guidance; and participating in U.S. Department of Education regional meetings and conferences.

**Resources, Information, and Materials**

Resource development includes identifying resources and model programs to improve the school curriculum in kindergarten through grade fourteen and dissemination of guidance and career information, materials, and publications.

*Identification of resources* involves serving as a broker to provide appropriate resource personnel to schools or districts needing specialized assistance or expertise; assisting with the development of resource centers as part of school library/media centers; and publishing a career education resource guide.

*Identification of model programs* involves the following:

1. Developing, implementing, monitoring, and evaluating specially funded projects and contracted services, including ESEA, Title IV-B and IV-C; VEA, Part D, projects; pilot career guidance centers; and vocational education programs
2. Establishing a system for collecting data on noteworthy programs
3. Planning, developing, and establishing demonstration programs at selected elementary, secondary, and adult school sites
4. Identifying exemplary, noteworthy, innovative, and promising practices to assist schools in implementing program improvement

*Dissemination of information* involves providing information for the improvement of programs and services to pupil personnel specialists, county superintendents of schools' offices, schools and districts, and other agencies through correspondence and publications; serving as a central clearinghouse for information received through correspondence, research reports, professional journals, and other publications and documents; and preparing reports as required, including review and analysis of current research and legislation related to personal and career development. The information should be readily available in professional libraries and library/media centers.

*Publications* services involve developing, producing, and distributing appropriate publications, including such documents as the state career education five-year plan,[1] counseling and guidance monographs, frameworks for pupil personnel services, guidelines for elementary guidance, and the *Pupil Services Newsletter*.

*Dissemination* activities include developing cooperatively with the Department's Office of Information a coordinated system for collecting and disseminating personal and career development materials to counselors and other school personnel; and disseminating materials regarding exemplary and innovative programs, strategies for infusing personal and career development activities into the general curriculum, technical assistance, staff development, needs assessment, available resources, pupil personnel services, career education, and special federally funded programs and projects.

---

[1] *Implementing Career Education: California Plan for Career Education, 1978—1983.* Sacramento: California State Department of Education, 1979.

# Summary and Conclusions

One of the goals of modern education is to help all students respond positively to everyday life events in a world that is constantly changing. Guidance specialists accept the responsibility for providing students assistance in the areas of personal and social growth as well as in the areas of educational and career planning. Despite the demonstrated commitment by those school personnel, evidence suggests that school personnel must continue to work to increase the effectiveness of their guidance programs.

The authors of this publication propose that part of the solution is the establishment in schools and school districts of comprehensive guidance programs for kindergarten through adult (K—adult). While it is understood that each local plan must be based on local needs, priorities, and resources, it is also believed that a comprehensive guidance program is defined as one that does the following:

- Assists students in their personal, social, educational, and career development
- Recognizes that individuals need a personalized and developmental approach to learning experiences
- Assists students in the development of specific proficiencies
- Develops a learning environment that is primarily preventive
- Orients its services and curriculum toward the future
- Provides for human equity
- Utilizes all available resources in school and community, both human and material
- Utilizes a systematic approach to planning, implementation, and evaluation

Among the many advantages of developing a comprehensive program would be the clarification and understanding of the roles of guidance specialists, teachers, and other available personnel in the program. A major requirement for the program would be two important kinds of commitment: (1) those persons responsible for making the educational and financial decisions in the school community must be willing to assign a high priority to the program; and (2) those persons currently responsible for providing guidance services in the affective content area must be willing to share this responsibility as well as their "affective expertise" with others.

A comprehensive guidance program as outlined in these guidelines provides not only a vehicle for determining and meeting the needs of special populations, but also provides a base and structure for determining and meeting the personal, social, educational, and career needs of *all* students.

# Bibliography


*Accountability in Pupil Personnel Services: A Process Guide for the Development of Objectives.* Monograph Number 3. Edited by Howard J. Sullivan and Robert W. O'Hare. Fullerton: California Personnel and Guidance Association, 1971.

This early work provides guidelines for school personnel to follow as they develop behavioral objectives and evaluate their guidance programs.

Adams, Kay A., Warren N. Suzuki, and Cheryl Meredith Lowry. *Career Planning Support System: Writing Behavioral Objectives.* Research and Development Series No. 119-I. Columbus, Ohio: The National Center for Research in Vocational Education, n.d. (Available from National Center Publications, the Ohio State University, 1960 Kenny Road, Columbus, OH 43210)

The authors inform the behavioral objectives specialist about the function of behavioral objectives in the construction of career development units.

This is a self-instructional resource for behavioral objectives specialists.

Alvir, Howard. Paul. *Professional Training Activities as a Part of Mainstreaming the Handicapped: An Analytical Survey of the Literature (Intensive Courses for In-service Staff Development).* U.S. Educational Resources Information Center, 1978. (ED 168 254)

This survey of the literature includes a discussion of practical applications of mainstreaming. It also includes a discussion of the development of in-service training programs.

Amesquita, Marshall, Richard P. Coatney, and Cheryl Meredith Lowry. *Career Planning Support System: Assessing Needs: Surveying.* Research and Development Series No. 119-E. Columbus, Ohio: The National Center for Research in Vocational Education, n.d. (Available from National Center Publications, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210)

This book provides instructions for preparing, administering, and collecting survey questionnaires for students, graduates, parents, and faculty/staff.

Arends, Richard I., and Jane H. Arends. *Systems Change Strategies in Educational Settings.* New York: Human Sciences Press, Inc., 1977.

In this monograph the authors concentrate on the processes of change in schools and present specific strategies for promoting system change. The mono-

graph is addressed to school psychologists, counselors, social workers, and other pupil personnel workers. Both theoretical and practical, it includes an annotated bibliography.

*Assessing Experiential Learning in Career Education.* Research and Development Series No. 165. Prepared by Sharon Malak, Janet E. Spirer, and Brenda Pellegrini Land. Columbus, Ohio: National Center for Research in Vocational Education, 1979.

Blocher, Donald H. *Developmental Counseling.* New York: Ronald Press, 1974.

The author of this book deals with models of human effectiveness and describes a number of theoretical models for the counseling process. The author views the counselor as an agent of change and as a behavioral scientist who innovates and facilitates. The book is geared to a full range of socioeconomic and cultural differences.

Bloom, Benjamin S., J. Thomas Hastings, and George F. Madaus. *Handbook on Formative and Summative Evaluation of Student Learning.* New York: McGraw-Hill Book Company, 1971.

The authors of this highly technical work (23 reference-supported chapters) detail the art and science of evaluating student learning. Designed to improve both the teaching and learning process, the text relates the *Taxonomy* to evaluation.

Boston, B. O. *A Resource Directory on PL 94-142: The Education for All Handicapped Children Act.* Washington, D.C.: George Washington University, Institute for Educational Leadership, 1977.

The author covers (1) the law; (2) assessment, placement, and least restrictive environment; (3) special education financing; (4) individualized education programs; (5) parent issues; (6) personnel development; (7) planning for the education of the handicapped; (8) public policy and children's rights; and (9) tests.

Burkhardt, Carolyn M., Richard P. Coatney, and Cheryl Meredith Lowry. *Career Planning Support System: Analyzing Methods.* Columbus, Ohio: The National Center for Research in Vocational Education, n.d. (Available from National Center Publications, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210.)

The authors inform the methods specialists about the availability and application of guidance methods and how to integrate this knowledge during the construction and review of career development units.

Burkhardt, Carolyn M., Richard P. Coatney, and Cheryl Meredith Lowry. *Career Planning Support System: Assessing Resources.* Research and Development Series No. 119-D. Columbus, Ohio: The National Center for Research in Vocational Education. (Available from National Center Publications, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210.)

This is a guide for the resource leader in directing a task force to collect information on and account for the use of resources in the school and community.

Burkhardt, Carolyn M., Paul Shaltry, and Cheryl Meredith Lowry. *Career Planning Support System: Producing CDUs.* Research and Development Series No. 119-J. Columbus, Ohio: The National Center for Research in Vocational Education, n.d. (Available from National Center Publications, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210)

The authors provide direction for developing career guidance/development activities.

*California Plan for Career Education 1978—1983* (*Implementing Career Education* series). Sacramento: California State Department of Education, 1979.

The final product of the Career Education Task Force, this official statement of the State Department of Education proposes a fundamental restructuring of career education in California. Its guidelines and role statements and its implementation plan require careful study.

Campbell, R. E., H. Rodebaugh, and P. Shaltry. *Building Comprehensive Career Guidance Programs for Secondary Schools—A Handbook of Programs, Practice, and Models.* Columbus: The National Center for Research in Vocational Education, 1977.

This career guidance handbook is focused on alternative ways of building a program and on installation strategies. Only generally available practices are identified. It is extraordinarily replete with references, bibliographies, materials, and addresses for obtaining information.

Campbell, Robert, and others. *Career Guidance: A Handbook of Methods.* Columbus: Charles E. Merrill Publishing Co., 1973.

A lengthy and scholarly work, this book is still very readable throughout its 212 pages of text. It

becomes particularly valuable by the addition of 643 abstracts of guidance methods and excellent cross-referencing.

*Career Development: A California Model for Career Guidance Curriculum, K—Adult.* Monograph Number 5. Edited by Joseph Cunha and others. Fullerton: California Personnel and Guidance Association, 1976.

This monograph has proven to be one of the more influential career guidance books in California. Developed by a well-respected task force, the book includes a description of the model for career development which serves as the basis for several other monographs and for the guidelines put forth in this publication.

*Career Development for Exceptional Individuals.* Official journal of the Division of Career Development, The Council for Exceptional Children (1920 Association Dr., Reston, VA 22091).

*Career Education Measures: A Compendium of Evaluation Instruments.* Prepared by N. L. McCaslin, Charles J. Gross, and Jerry P. Walker. Columbus, Ohio: National Center for Research in Vocational Education, 1979.

*Career Guidance, Counseling, and Placement Elements of an Illustrative Program Guide: A Life Career Development Perspective.* Edited by Norman C. Gysbers and Earl J. Moore. Columbia, Mo.: University of Missouri-Columbia, 1974.

Clayton, Robert L. *Counseling Nonwhite Students in an Era of Integration.* Ann Arbor: ERIC Counseling and Personnel Services Information Center, 1979.

The author identifies effective programs and practices for counseling minority students.

Coatney, Richard P., Cheryl Meredith Lowry, and Anna Tso. *Career Planning Support System: Assessing Needs Tabulation.* Columbus, Ohio: The National Center for Research in Vocational Education, n.d. (Available from National Center Publications, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210.)

This publication includes instructions on the manual tabulation of data collected by questionnaires.

*A Comprehensive View of Career Development.* Edited by Garry Walz, R. Smith, and L. Benjamin. Washington, D.C.: American Personnel and Guidance Association, 1974.

This monograph is the outcome of a workshop sponsored jointly by APGA, *Impact* magazine, and the ERIC Counseling and Personnel Services Center. Each chapter speaks to a significant and emerging trend or theory in career planning-career guidance and women, guidance and the technological boom, models for future planning, and much more.

*The Consulting Process.* Edited by Jon Carson and others. Washington, D.C.: American Personnel and Guidance Association, 1975.

This book grew out of the editors' concern over what they perceived as the dwindling status of the counselor in school settings. The thrust of the work is that counselors are serving the wrong clients; namely, students, when they should be acting as consultants to parents, teachers, administrators, and the learning system around the child. The editors have compiled a number of articles on every conceivable aspect of the consulting process.

Cook, Desmond L. *Program Evaluation and Review Technique: Applications in Education.* Washington, D.C.: University Press of America, 1978.

An early work in Program Evaluation and Review Technique (PERT), this document provides methodology for planning such diverse activities as work breakdown, network development, and activity scheduling.

*Counseling Across Cultures.* Edited by Paul Pederson and Walter J. Lonner. Honolulu: University Press of Hawaii, 1976.

These writings provide an excellent summary of the literature in the field, except for publications outside the United States. The editors' approach to combining theory with practice was stimulating and useful experientially.

"Counseling the Culturally Different: A Conceptual Analysis," *Personnel and Guidance Journal,* March, 1977. (EJ156846)

Writers of this special issue explore the need for the counseling profession to be aware of cultural experiences and backgrounds. They examine the effect on mental health of helplessness, oppression, depression, anger, and cynicism.

*Counseling Exceptional People.* Edited by Libby Benjamin and Garry Walz. Ann Arbor: ERIC Counsel-

ing and Personnel Services Information Center, 1980.

Nine chapters, in which writers deal with 14 different problem areas of exceptionality, are presented. The authors emphasize counseling techniques and skills, along with practical suggestions appropriate for the handicapped and other exceptional individuals.

*Counseling Parents of Exceptional Children: Principles, Problems, and Procedures.* Edited by Jack C. Stewart. Edison, N.J.: MSS Information Corporation, 1974.

This is a brief and well-organized book. The first half is devoted to general counseling theory and techniques and the second half to principles and procedures of counseling with parents of children with specific exceptionalities. It reads like a well-written and documented series of lectures interspersed with Stewart's comments.

*Dealing in Futures: Career Education Materials for Students, Parents, and Educators.* Compiled by Mary DeWitt Billings and Janet S. Rubin. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1977.

This is a bibliography based on the acquisitions of the department's educational materials center. It includes information on current literature, textbook materials, the publications collection of the Office of Career Education, and government publications of special interest.

*Developmental Guidance Resource Index.* Edited by Carolyn Fenderson and others. Clearwater, Fla.: Pinellas County District School Board, 1973. (ERIC ED 096 570)

This index was designed to assist counselors choosing and using materials for developmental activities at the elementary level. Materials have been categorized for easy reference and use under such headings as Behavior, Communication, Guilt, Hostility, Sharing, and Self-Image. Some materials, though dated, may be used in more than one category. Very brief annotative comments accompany the listings.

Dinkmeyer, Don, and Edson Caldwell. *Developmental Counseling and Guidance in the Elementary School.* New York: McGraw-Hill Book Co., 1970.

One of many books by the senior author, this textbook is often cited as a germinal work in developmental counseling.

Drum, David J., and J. Eugene Knott. *Structured Groups for Facilitating Development: Acquiring Life Skills, Resolving Life Themes, and Making Life Transitions.* Ann Arbor, Mich.: ERIC Clearinghouse on Counseling and Personnel Services, 1976. (ERIC ED 124 867)

This monograph provides an overview of structured group counseling approaches that supply both effective learning strategies and interpersonal environments in which people can seek to achieve higher levels of personal competence and nurture feelings of inner satisfaction with the direction of their lives. These approaches should be viewed as educational tools whose implementation at the appropriate point in an individual's development can facilitate positive growth.

Dunn, James A. *Project Plan: Guidance Through the Instructional Process: The Accommodation of Individual Differences in the Development of Personal Programs of Study.* Washington, D.C.: American Institutes for Research, American Personnel and Guidance Association, American Psychological Association, 1969. (ERIC ED 035 907)

*Project Plan* is designed to make educational programs fit the needs of individual learners. The problem of how such a curriculum can be implemented is discussed. In addition to individualization of what is to be learned and the amount of exposure to learning matter, individualization must also be based on the student's learning style (for example, on the various ways in which the content to be learned may be studied). *Project Plan* is designed to be more than a program of academic instruction. Guidance is an integral part of the project.

*Education for the People* (Volumes 1 and 2). Sacramento: California State Department of Education, 1972.

These documents represent California Assemblyman John Vasconcellos' initial efforts at community involvement in the development of goals and programs for public schools. These volumes became the genesis of a widespread movement currently best represented in community schools, programs, and school site councils.

*Equal Is Better: A Voc Ed Guide to Sex Fairness Resources and the Law.* Vocational Education Development Series No. 8. Columbus, Ohio: The National Center for Research in Vocational Education, 1979.

Erikson, Erik H. *Childhood and Society.* New York: W. W. Norton & Co., Inc., 1964.

Faulted only for its focus on male development, this influential work serves as the touchstone for child development. Any understanding of developmental process must include consideration of Erikson's theories.

*Ethical Standards Casebook.* Edited by Robert Callis. Washington, D.C.: American Personnel and Guidance Association, 1976.

This is an anthology of experiences described by counselors from diverse backgrounds and work situations. Each incident is labeled "." to denote desirable ethical behavior or "¶" to denote undesirable and unethical behavior. The book includes the APGA Ethical Standards and HEW Privacy Rights of Parents and Students. It is an indispensable aid for all counselors.

*Facilitating Career Development for Girls and Women.* Washington, D.C.: American Personnel and Guidance Association, 1975.

This National Vocational Guidance Association monograph includes 12 papers presented at a professional workshop. It provides a broad spectrum of issues and is very readable.

Feagin, Clairece Booker, and Joseph Feagin. *Discrimination American Style: Institutional Racism and Sexism.* Englewood Cliffs: Prentice-Hall, Inc., 1978.

The authors describe in detail the mechanics and effects of institutionalized discrimination in employment, housing, health, social services, education, politics, and the courts.

Gilligan, Carol. "In a Different Voice: Women's Conception of the Self and of Morality," *Harvard Educational Review,* November, 1977.

This extensive and well-developed article provides the author's "corrective" to Kohlberg's theories of moral development. She discusses the male characteristics upon which Kohlberg develops his hierarchical system and presents evidence that suggests that, when defined by male criteria, women could not achieve the highest levels of moral development.

*Goals for Pupils.* Santa Ana, Calif.: Orange County Department of Education, 1977.

A listing of counseling and guidance goals for students in kindergarten through grade twelve, this book is organized into personal, social, educational, and career development areas. It was developed by an elementary guidance advisory committee with public input.

Gronlund, Norman E. *Stating Objectives for Classroom Instruction* (Second edition). New York: The Macmillan Publishing Co. Inc., 1978.

The author of this practical booklet emphasizes objective statements as learning outcomes and the definition of objectives in terms of certain types of behaviors (knowledge or skills).

*Guidance Personnel—1984: Models for the Future.* Edited by Clarence D. Johnson. Fullerton: California Personnel and Guidance Association, 1977.

Eight authors, representing as many disciplines or perspectives, present conceptual models as a framework for developing goals and strategies. They describe a model for change, a program development scheme, a management model, competency-based services, and a new dimension of service for school psychologists.

*Guidance Services in the Elementary School.* Edited by J. Hansen. Washington, D.C.: American Personnel and Guidance Association, 1971.

Nearly ten years old, this collection of writings from 28 distinguished contributors stands as a thorough and still-timely monograph. It includes group counseling, consultation, vocational guidance, tests, and evaluations among its major considerations.

*A Guide for Improving Locally Developed Career Education Measures.* Prepared by N. L. McCaslin and Jerry P. Walker. Columbus, Ohio: National Center for Research in Vocational Education, 1979.

*Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Vocational Education Programs.* Washington, D.C.: Office for Civil Rights, 1978.

*Guidelines for Pupil Personnel Services in the Elementary School.* Sacramento: California State Department of Education, 1967.

Developed with broad professional assistance, this publication is focused on the similarities in elementary guidance services rather than on the specialties. It is valuable for its inclusion of role and function statements from several professional associations.

*Guidelines for the Paraprofessional in Human Services.* Fullerton: California Personnel and Guidance Association, 1977 (brochure).

This role statement for paraprofessional counselors was prepared by Glenn Hisayasu, CPGA president in 1977.

Gysbers, Norman C., and Earl J. Moore. *Improving Guidance Programs: A Guide for Developing Content-Based Guidance Programs to Meet the Changing Needs of Individuals and Society*. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1981.

Gysbers, Norman C., Harry N. Drier, Jr., and Earl J. Moore. *Career Guidance: Practice and Perspectives*. Worthington, Ohio: Charles A. Jones Publishing Co., 1973.

Haas, J. *Future Studies in the K—12 Curriculum*. Ann Arbor, Mich.: ERIC Counseling and Personnel Services Information Center, 1980.

The author provides a brief introduction to the field of futurology and offers suggestions for teaching about planning for the future. The document includes three bibliographies and course outlines.

Hansen, Lorraine S. *Career Guidance Practices in School and Community*. Falls Church, Va.: American Personnel and Guidance Association, 1970.

As a basic source book, this National Vocational Guidance Association monograph provides an excellent overview of concepts in career development, along with practices in programs in many cities and communities. It includes recommendations for staff qualifications and for resources which are still lacking in far too many programs.

Harrison, J., and D. Phillips. "Mainstreaming," *Journal of Career Education*, 1978, 5, 44—52.

The authors review PL 94-142 as it relates to mainstreaming. They conclude that effective mainstreaming calls for strong cooperation and coordination among regular and special education teachers and support personnel.

Hart, Gordon M. *Striving for Excellence in Preservice and In-service Training of Counselors*. Ann Arbor, Mich.: ERIC Counseling and Personnel Services Information Center, 1979.

The author describes current models and analyzes the effectiveness of various program components.

Hawley, Peggy. *Sex-Fair Counseling*. Washington, D.C.: American Personnel and Guidance Association, n.d.

Based on a survey of female students and male and female counselors in metropolitan high schools, the author of this National Vocational Guidance Association monograph gives thoughtful consideration to the slights and to the more considered injustices which female students suffer within their schools and within their cultures. Inclusion of broad issues makes this a basic source for analysis of sex-fair counseling.

Hays, Donald G., and Joan K. Linn. *Needs Assessment: Who Needs It?* Ann Arbor, Mich.: ERIC Counseling and Personnel Services Information Center, 1977. (ED 137 713)

The authors guide the reader through the needs assessment process. The book contains an excellent bibliography.

Herr, Edwin L. *Guidance and Counseling in the Schools: Perspectives on the Past, Present, and Future*. Washington, D.C.: American Personnel and Guidance Association, 1979.

This publication reflects the findings of a year-long APGA study on the status of guidance and counseling in the nation's schools. It is a scholarly treatment of the issues that have affected the development of the guidance movement, and it prepares the reader for a comprehensive set of recommended actions which will be required of the various educational and counseling constituencies in the decade ahead.

*How to Improve Career Development Programs*. Prepared by the National Vocational Guidance Association and the Association for Measurement and Evaluation in Guidance. Washington, D.C.: American Personnel and Guidance Association, 1979.

This is a "user-oriented" presentation of National Assessment of Educational Progress's career and occupational development results, with implications for development and revision of career development programs.

It is conveniently packaged as age-level monographs plus a cross-sectional study. The series includes *Career Development Needs of Nine-Year Olds*, Juliet V. Miller; *Career Development Needs of Thirteen-Year Olds*, Roger F. Aubrey; *Career Development Needs of Seventeen-Year Olds*, Anita M. Mitchell; *Career Development Needs of Adults*, Bert W. Westbrook; and *The Cross-Sectional Story of Early Career Development as Revealed by the National Assessment of Educational Progress*, David B. Tiedeman and others.

Huber, Charles H. "Parents of the Handicapped Child: Facilitating Acceptance Through Group Counseling," *Personnel and Guidance Journal*, January, 1979.

The author of this article bases his approach on the Kubler-Ross loss model: denial, anger, bargaining, depression, and acceptance.

*Implementing Career Education: Resources Guide.* Prepared under the direction of the Personal and Career Development Services Unit. Sacramento: California State Department of Education, 1979.

*Improving the Accountability of Career Education Programs: Evaluation Guidelines and Checklists.* Prepared by Kay Angona Adams and Jerry P. Walker. Columbus, Ohio: The National Center for Research in Vocational Education, 1979.

Jones, G. Brian, and others. *New Methods for Delivering Human Services.* New York: Human Sciences Press, 1977.

Jones, G. Brian, and others. *Development and Evaluation of a Comprehensive Career Guidance System: Final Report.* Palo Alto, Calif.: American Institutes for Research in the Behavioral Sciences, 1971. (ERIC ED 055 310)

A Comprehensive Career Guidance System (CCGS) is described for programs of individualized education in which computer support facilities are available. The CCGS program employs a systematic approach to development and evaluation of guidance-oriented objectives and related instructional and counseling experiences for youth. This systematic approach involves five types of activities: (1) identification of youth development needs; (2) classification of objectives by commonalities and priorities; (3) specification and selection of all possible alternative strategies for individualized programs; (4) design, scheduling, and implementation of selected strategies; and (5) evaluation and feedback of the efficiency and effectiveness of designed programs. The authors suggest that the ultimate aim of this program is to provide a comprehensive data bank of behavioral objectives, each keyed to a variety of appropriate instructional, counseling, and evaluation materials and procedures available for student, parent, counselor, and teacher use.

Keirsey, David, and Marilyn Bates. *Result Systems Management: The Human Side of Accountability.* Monograph Number 6. Fullerton: California Personnel and Guidance Association, 1972.

In its focus on a primary *human* system supported by a secondary *information* system, this transitional monograph moves from counselor role and function to accountability. Its discussion of "managers and technicians" provides valuable insights.

Krumboltz, John D. *Stating the Goals of Counseling.* Monograph Number 1. Fullerton: California Personnel and Guidance Association, 1966.

The author presents three types of behavioral goals developed from a set of counseling criteria.

Lamb, Jackie, and Wesley A. Lamb. *Parent Education and Elementary Counseling.* New York: Human Sciences Press, 1978.

An exploration of history, basic assumption, goals and training procedures, this theory and technique of parent training includes references and resources along with evaluation techniques. All major theoretical bases are covered along with lesser known models.

Lessinger, Leon. *Every Kid a Winner: Accountability in Education.* Chicago: Science Research Associates, 1970.

Written by one of the originators of performance contracting, this book extends "educational engineering" to achievement accountability.

*Lost in the Shuffle: A Report on the Guidance System in California Secondary Schools.* Santa Barbara, Calif.: Citizens Policy Center, 1979.

The information included in this "consumer" report on secondary schools is somewhat limited by the sample population it used as a base. However, it does point out many areas of need in the profession.

Lowry, Cheryl M., and others. *Career Planning Support System: Coordinator's Handbook.* Research and Development Series No. 119-B. Columbus, Ohio: The National Center for Research in Vocational Education, n.d. (Available from National Center Publications, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210.)

The handbook contains instructions that describe step-by-step procedures for managing and implementing the Career Planning Support System in the high school.

*Manual for Developing, Evaluating, and Approving Professional Preparation Program Plans for the Pupil Personnel Services Credential and the School Psychologist Credential.* Sacramento: California Commission for Teacher Preparation and Licensing, 1975.

As the current statement of counselor proficiency requirements, this document includes a description of the procedures for current California credential programs.

*A Master Plan for Pupil Services.* Monograph Number 4. Edited by Anita M. Mitchell and James A.

Saum. Fullerton: California Personnel and Guidance Association, 1972.

This monograph grew from a committee effort to develop a master plan for pupil services in Los Angeles County. It includes a systematic, sequential plan which focuses on the needs of the community and which results in the development of goals, objectives, and accountability.

Matthews, Esther, and others. *Counseling Girls and Women Over the Life Span.* Washington, D.C.: American Personnel and Guidance Association, 1972.

Authors of this National Vocational Guidance Association monograph develop and promote awareness, understanding, and knowledge needed by the counselor to assist girls and women in utilizing their potential in the world of work.

Miller, J., and G. Leonard. *Career Guidance Practices for Disadvantaged Youth.* Washington, D.C.: American Personnel and Guidance Association, 1974.

Replete with references, this National Vocational Education Association monograph includes a concise but comprehensive examination of the needs of disadvantaged youth, program objectives to meet the needs, and practices that guidance personnel can undertake to accomplish the objectives.

Mitchell, Anita. *Counselor Program Effectiveness: Gathering, Reporting, and Using the Evidence.* Ann Arbor, Mich.: ERIC Counseling and Personnel Services Information Center, 1979.

The author provides the information necessary for summative and formative evaluation of guidance programs.

Myrick, Robert D. *Consultation as a Counselor Intervention.* Ann Arbor, Mich.: ERIC Counseling and Personnel Services Information Center, 1977. (ED 137 716)

The author presents rationale, outlines strategies, and provides examples of the counselor's role as a consultant. Developed for ASCA and ERIC CAPS.

O'Hare, Robert W., and Barbara Lasser. *Evaluating Pupil Personnel Programs.* Monograph Number 2. Fullerton: California Personnel and Guidance Assoociation, 1975.

This monograph was developed as a consequence of emphasis on guidance program evaluations. The authors relied on their experiences at the Southwest Regional Laboratory to present ideas with simplified realism rather than ones with unattainable sophistication. Evaluation of guidance services and the learning process in the classroom are discussed.

*Planning Handbook* (Revised edition). Sacramento: California State Department of Education, 1978. (Also available in Spanish.)

This handbook was designed for elementary and secondary school site councils and advisory committees and includes a description of a process for good planning. Three options for planning are described, together with their strengths and weaknesses. Checklists are included to help the planner assess which option is most appropriate for a given school. The three options are (1) the component development option, which provides for the program to be divided into discrete components that can be planned through a sequential process; (2) the integrated program option, in which student outcomes become the focus of the planning effort; and (3) the U-Do-It option, in which the school develops its own planning process, which may be different from options 1 and 2 or a combination of both.

*Preparing Young Women for Tomorrow: A Handbook of Career Counseling Strategies for High School Women.* Monograph Number 9. Prepared by Shirley Majchrzak for the Human Development Services Program, San Mateo County Office of Education. Fullerton: California Personnel and Guidance Association, 1976.

This handbook is organized into a series of strategies that provide a frontal attack against the restrictions in life-role choices open to young women.

*Public Policy and the Education of Exceptional Children.* Edited by Frederick J. Weintraub and others. Reston, Va.: Council for Exceptional Children, 1976.

The Council for Exceptional Children initiated PL 94-142 as a statement of public policy. In these writings council staff members review the need, the purpose, and the hope for a policy that protects the rights of the handicapped and that changes the way in which the handicapped are viewed by themselves and others.

*Pupil Personnel Services in California Public Schools: Needs, Problems, and a Plan for Solutions.* Sacramento: California State Department of Education, 1975.

A highly influential and still popular publication, the "mustard" report (so-called because of the color of the cover) is a definitive statement as to programs.

Based on an unparalleled needs survey in California, it is concise in its problem statements and extensive in its citation of exemplary programs.

*Report of the California Commission for Reform of Intermediate and Secondary Education* (RISE). Sacramento: California State Department of Education, 1975.

Although this report was initially viewed as a somewhat radical solution to the need for educational reform, many of its recommendations have been adopted in one form or another. As a well-considered and embattled position paper, it does represent professional consensus at the time of its publication.

*A Resource Guide to Sex Equity Materials for Secondary Vocational Educators.* Columbus: The Ohio State University, Department of Agriculture Education, 1980.

"Re: Views," *Personnel and Guidance Journal.* Edited by Stephen G. Weinrach. April, 1978.

Separate attention is called to this article in the *Journal* issue "Counseling Across Cultures" (cited elsewhere in this bibliography) because of its thorough discussion of related books and its annotated bibliography.

*River City High School Guidance Services: A Conceptual Model.* Iowa City, Iowa: American College Testing, 1976.

This is a step-by-step simulated guidance model which can be used for staff development. A hypothetical setting is used to focus on program planning and delivery.

"The Role of the Secondary School Counselor," *School Counselor,* March, 1977.

This description of the secondary counselor includes professional relationships and professional responsibilities to students, parents, staff, administrators, community, the profession, self, and others.

*The School Counselor's Involvement in Career Education.* Edited by F. Burnett. Falls Church, Va.: American Personnel and Guidance Association, 1980.

This collection of essays is based on an extensive study of the role of the school counselor in career education. It has an extraordinary bibliography. It includes an analysis of literature on function and purpose of career education and information on exemplary career guidance programs, methods, and practices. The papers were presented to a forum of leaders from the fields of career education, career guidance, and career development.

"The School Psychologist." Millbrae: California Association of School Psychologists and Psychometrists, 1978.

This brochure is the authoritative professional statement summarizing the role of the school psychologist. It was prepared by a CASPP committee.

*The School Psychology Digest,* official publication of the National Association of School Psychologists (300 Education Building, Kent State University, Kent, OH 44242).

Sedlacek, William E., and Glenwood C. Brooks, Jr. *Racism in American Education: A Model for Change.* Chicago: Nelson-Hall, Inc., 1976.

The primary goal of this book is to give the reader a step-by-step approach or model for eliminating racism in education. The model for change is primarily aimed at whites and is designed to produce behavioral changes. The authors begin with the assumption that we are all racists and that the admission of this fact is the first step toward any kind of successful treatment or change.

Shaltry, Paul. *Career Planning Support System: Advisory Committee Handbook.* Research and Development Series No. 119-C. Columbus, Ohio: The National Center for Research in Vocational Education, n.d. (Available from National Center Publications, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210.)

The author defines the responsibilities and duties of advisory committee members.

Shaltry, Paul, and Ralph J. Kester. *Career Planning Support System: Coordinator's Training Guide.* Research and Development Series No. 119-A. Columbus Ohio: The National Center for Research in Vocational Education, n.d. (Available from National Center Publications, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210.)

This is a self-instructional training guide for the part-time guidance coordinator.

Smith, Walter, and others. *Counseling Women for Nontraditional Careers.* Ann Arbor, Mich.: ERIC Counseling and Personnel Services Information Center, 1977. (ED 150 533)

This is an overview with hypotheses from which the counselors can choose in improving their skills in counseling women.

*Strengthening Work Related Education and Training in the 1980s Through Improved Guidance Programs in the Reauthorization of Vocational Education Legislation.* Prepared by Nancy Pinson, Norman Gysbers, and Harry Drier. Washington, D.C.: National Vocational Guidance Association, a Division of the American Personnel and Guidance Association; and Guidance Division of the American Vocational Association.

This joint statement was prepared to help clarify the importance of quality guidance programs in any national attempt to strengthen and expand work-related education and training. The primary impetus for the paper was a request for thoughtful input from concerned individuals and organizations to assist the U.S. Department of Education in developing proposed legislation to reauthorize the federal vocational education effort.

*Student Advisement.* Monograph Number 14. Developed by the California Schools Counselors Association and the Personal and Career Development Services Unit of the California State Department of Education, Joseph E. Cunha, Project Director. Fullerton: California Personnel and Guidance Association, 1980.

Written by a task force of six guidance specialists, this monograph provides assistance to counselors, administrators, teachers, and others who are interested in planning and implementing a student advisement program in their schools.

*Systems Models for Counselor Supervision.* Edited by T. Antoinette Ryan. Washington, D.C.: American Personnel and Guidance Association, 1977.

This Association of Counselors, Educators, and Supervisors (ACES) monograph presents information relating to the "systems models" concept that can be effectively used at various levels of guidance program planning and implementation. Organization of counselor responsibilities and work functions from elementary through college levels and nonschool settings can be successfully analyzed through an organized procedural format.

*Towards the Elimination of Racism.* Edited by Phyllis A. Katz. New York: Pergamon Press, Inc., 1976.

This is a summary of the state of the art of current theory and research on race relations. Emphasis is placed on analyzing studies that pertain to racial attitudes and behavior change. The text is divided into three parts: theories on the acquisition of racial attitudes and behavior, individual racial and intergroup relations, and institutional racism.

*Transcultural Counseling: Needs, Programs, and Techniques.* Edited by Garry R. Walz and Libby Benjamin. New York: Human Sciences Press, 1977.

The writers review exemplary programs and practices and examine planning and implementation of transcultural training experiences.

Upton, Anne L., and others. *A Planning Model for Developing a Career Guidance Curriculum.* Monograph Number 12. Fullerton: California Personnel and Guidance Association, 1978.

This monograph is based on a series of workshops conducted by the Personal and Career Development Services for the State Department of Education. It includes pilot-tested materials for planning and implementing a comprehensive career guidance program. It also includes sections on leadership, staff involvement, program planning, and workshops.

*Using Systematic Observation Techniques in Evaluating Career Education.* Prepared by Ralph J. Kester. Columbus, Ohio: The National Center for Research in Vocational Education, 1979.

Van Hoose, William H. *Guidance for Total Development.* Detroit: Wayne State University, 1969. (ERIC ED 031 762)

Included is a list of elementary school guidance objectives: (1) aiding academic development; (2) helping children develop health self-concepts; (3) aiding self-understanding; (4) aiding children with vocational development; (5) helping children to cope with complex interpersonal relationships; and (6) alleviating personal and emotional problems.

Walz, Garry R., and Libby Benjamin. *Futuristic Perspective for Counselors.* Ann Arbor, Mich.: ERIC Counseling and Personnel Services Information Center, 1979. (ERIC ED 167 938)

The authors analyze alternative directions for counseling in the future and discuss challenges facing counselors.

Walz, Garry R., and Libby Benjamin. *On Becoming a Change Agent.* Ann Arbor, Mich.: ERIC Counseling and Personnel Services Information Center, 1977. (ERIC ED 140 212)

The authors present a condensed approach to the role of the change agent and effective strategies and tactics.

Walz, Garry R., and Libby Benjamin. *Transcultural Counseling: Needs, Programs, and Techniques.* New York: Human Sciences Press, 1978.

The authors review exemplary programs and practices and examine planning and implementation of transcultural training experiences.

Walz, Garry R., and Jane Leu. *Futuristic Images of Guidance and Student Services.* Ann Arbor, Mich.: ERIC Counseling and Personnel Services Information Center, 1980. (ERIC ED 181 400)

The authors highlight priorities that should be addressed in the "middle-term" future.

Walz, Garry R., and others. *A Comprehensive View of Career Development.* Washington, D.C.: American Personnel and Guidance Association, 1974.

This monograph is the outcome of a workshop sponsored jointly by APGA, *Impact* magazine, and the ERIC Counseling and Personnel Services Center. Each chapter speaks to a significant and emerging trend or theory in career planning-career guidance and women, guidance and the technological boom, models for future planning, and much more.

Wiggins, James D. *Tested Practices: Organizing a School Counselor Program—The Priority: Career Counseling Program.* Washington, D.C.: American Personnel and Guidance Association, 1974.

Counselors wishing to organize and implement the priority career counseling program will find this book of value in their school setting. A detailed explanation with all necessary forms is included to assist school personnel in implementation.

Wrenn, G. *The Counselor in a Changing World.* Washington, D.C.: American Personnel and Guidance Association, 1962.

After 18 years Wrenn's contribution on behalf of the Commission on Guidance in American Schools still ranks among the influential works. His descriptions of counselor tasks, the guidance program, and the professional and personal qualifications of the counselor are timely and worthy aspirations.

Zimpfer, David G. *Paraprofessionals in Counseling, Guidance, and Personnel Services.* Washington, D.C.: American Personnel and Guidance Association, 1974.

The writings bring together the literature which most clearly and intelligently supports the notion of paraprofessionalism in APGA-related activities. Articles offer seminal ideas or research findings, descriptions of outstanding research programs, and helpful overviews.

## Appendix A

# California State Board of Education Policy
# Guidance and Counseling

It is the policy of the State Board of Education that all students attending public schools in California are entitled to receive the benefits of effective guidance and counseling programs and services designed to meet their personal, social, and career needs.

It is also the policy of the State Board of Education that the benefit students will derive as a result of effective guidance and counseling programs justifies a high priority and commitment of resources by the State Department of Education and by local educational agencies. These resources include both state operations funds, district program funds, and appropriate categorical funds.

The State Board accepts the Hart Task Force recommendation related to the need for a comprehensive guidance and counseling plan. The Board believes that a beginning first step toward providing quality guidance and counseling programs and services to students would be the development of a comprehensive plan as an integral part of a total educational plan.

The State Board of Education further believes that a guidance program consists of a planned sequence of activities based on the needs of students that would result in specific student outcomes in terms of knowledges, skills, and attitudes in the areas of personal, social, educational and career development. The program would be developmental in nature (K—adult) with specific objectives and expected student proficiencies in areas such as the following:

- Understanding and relating to other people
- Self-study and developing strengths and feelings of personal adequacy and worth
- Problem solving and decision making
- Locating and using career and educational information
- Applying for and keeping a job

The program would be the responsibility of the total school staff and delivered through both the curriculum and the guidance systems. It would include specific roles for teachers as well as credentialed guidance specialists and trained paraprofessionals. Community resources would be included where possible and appropriate.

The major focus of the program would be preventive but would include provision for assistance with immediate problems, such as the underrepresentation of special populations in higher education; racial isolation; and crisis situations, such as poor attendance, potential suicides, teenage pregnancy, and antisocial behavior (discipline).

Guidance and counseling shall be included as a critical need within all appropriate local assistance funding, both state and federal.

All state plans, guidelines, handbooks, and frameworks developed, even where funding is not a factor, shall include guidance and counseling as a priority component unless incompatible with the program or specifically excluded by law.

Every public school and district in the state should develop a comprehensive plan for meeting the guidance and counseling needs of students. It is the intent of the Board that the guidance plans and programs will be developed as a part of other district or school planning efforts, such as school improvement planning. Parents, students, community representatives, and any existing advisory committees or councils should be encouraged to participate with guidance specialists, teachers, and other school personnel in the development of the plan.

Local plans should include at least the following elements:

1. An assessment of students' guidance needs including input from students, parents, school staff, and community representatives, as appropriate.
2. A statement of goals and objectives for meeting students' needs, particularly the needs unique to special populations such as the disadvantaged, the handicapped, LES, NES, young women, truants, and the potential dropouts.
3. A description of implementation strategies for achieving the goals and objectives.
4. A description of expected student and school outcomes.
5. A plan to evaluate whether or not the designated strategies have achieved the goals and objectives.
6. A description of the appropriate responsibilities for teachers, paraprofessionals and other staff members to work cooperatively with trained guidance specialists to carry out the plan including appropriate in-service provisions.
7. The appropriate use of identified community resources.
8. A description of the identified fiscal resources for the plan's implementation.

# Appendix B

## Current Roles of Guidance Specialists

The descriptions included here are adapted from role statements prepared by state and national professional associations of guidance and counseling personnel.

### School Psychologists

According to the American Psychological Association and the California Association of School Psychologists and Psychometrists, the school psychologist is a credentialed professional with specialized knowledge of the social, emotional, cognitive, physical, language, academic, and psychomotor development of children, which affects the learning process. The psychologist applies this specialized knowledge to help solve school-related problems and to facilitate learning and growth in children. The school psychologist provides services to students, parents, teachers, administrators, paraprofessional staff, community agencies, and the school system through a variety of special and unique methods. The services include:

- Psychological counseling and therapeutic techniques with students and parents, including parent education
- Psychoeducational assessment and diagnosis of specific learning, emotional, and behavioral disabilities, including student evaluation, recommendations for remediation or other pertinent psychoeducational interventions, and periodic reevaluation of such children
- Consultation with parents to assist them in understanding the learning and adjustment processes of children
- Consultation with teachers in the development and use of classroom methods and procedures to facilitate learning and to overcome learning and behavior disorders
- Consultation with school administrators regarding appropriate goals for students, planning of developmental and remedial programs for students in regular and special school programs, and educational experimentation and evaluation
- Participation in in-service training of district staff
- Consultation and supervision of guidance specialists
- Referral and consultation services to and with community agencies (Psychologists may serve as liaison between the school, the family, and the selected community resources when therapeutic psychoeducational services are required.)

### School Counselors

School counselors function in a wide variety of settings, including elementary, middle, junior high, secondary, and postsecondary schools, as well as vocational and technical colleges and universities, community colleges, private and government agencies, the armed forces, adult education centers, and other institutions. Their major concern is the normal developmental needs and concerns of students. According to the American School Counselors Association role statements, services vary in accordance with the educational and developmental level of the students, known needs, and existing conditions. Primary services include:

- Counseling individual students to facilitate transition from home to school and to build positive attitudes, self-understanding, and self-reliance
- Counseling groups of students to promote confidence and interaction, solve problems, and assist in decision making
- Consulting with teachers to promote cooperative efforts and to serve as a referral agent
- Coordinating efforts of guidance specialists working together to provide articulation between educational levels
- Consulting with others on curriculum development, testing, records, placement, grouping, promotion, student evaluation, screening of students, and providing information
- Interpreting the functions of counselors to students, teachers, parents, and the general public
- Communicating with parents to maximize students' social and academic adjustment, interpreting test results, explaining school policies, and assisting in parental understanding of child development
- Providing orientation, career, and group activities to promote self-direction, particularly at the middle and secondary school levels
- Administering, scoring, and interpreting appropriate group tests
- Evaluating program effectiveness to provide data for improving services provided

Counseling services are planned and determined by the school counselors in cooperation with the educational staff, with a focus on the student as a person who shares in decision-making processes.

**Child Welfare and Attendance Supervisors**

Every school district in California is required to designate at least one supervisor of child welfare and attendance. These specialists provide many services related to child welfare and attendance. As defined by the California Association of Supervisors of Child Welfare and Attendance, their major services include:

- Enforcing compulsory attendance laws
- Maintaining contact with juvenile court and law enforcement agencies
- Interpreting laws covering the employment of minors and issuing appropriate work permits
- Counseling students and parents at school and in the home regarding serious attendance and truancy problems
- Developing and maintaining effective attendance accounting systems
- Interpreting Education Code sections and other laws relating to child welfare and school attendance
- Serving as liaison with community agencies and organizations concerned with children and youth welfare and school attendance
- Coordinating programs focusing on dropout and delinquency prevention, and remediation of educational and cultural deprivation
- Coordinating the use of school attendance review boards in diverting students from entering the juvenile justice system

**School Social Workers**

Although the number of school social workers is relatively small in California, they perform a unique and important function wherever their services are available. The California Association of School Social Workers describes four major functions, those of caseworker, collaborator, coordinator, and consultant. Typical services include:

- Group and individual casework with parents and children relating to social and adjustment problems
- Liaison with community resources offering services to school children and their families
- Consultation with parents and others in crisis situations, such as drug abuse, suicide threats, assaults, and child abuse
- Assessment of social disabilities affecting learning, such as case study evaluation, recommendations for remediation, and periodic reevaluation
- Participation in staff development programs for professional, paraprofessional, and classified school staff
- Coordination of social service and mental health components of children's centers and other early childhood development programs in the public schools
- Consultation and collaboration with school personnel to promote a school environmental responsive to the needs of children and to plan educational programs which prepare children to function in a culturally diversified society

**Guidance Paraprofessionals**

Guidance paraprofessionals are playing an ever-increasing role in providing schools and districts with needed services to help students meet their goals. These workers are always under the supervision of credentialed pupil personnel services specialists. As their training becomes more extensive, they are being called upon to provide a greater variety of services and functions related to individual and group guidance, student information, referral processes, placement, and program management. Typical services, as defined by the California Paraprofessional Counselors Association, include the following:

- Providing individual consultation, interviewing students, serving on case study teams, helping students to prepare for job interviews and to write resumés, collecting information from students as requested by the counselor, encouraging student participation in school activities, and assisting in readmiting students after absences
- Conducting group discussions, working with groups of students with special problems (e.g., potential dropouts, truants, and unemployed students), participating in peer group counseling, acting as a recorder in group situations, serving as an observer, assisting with tours and field trips, and assisting with parent conferences and home visitations
- Giving students information as directed by the counselor, assisting with routine group testing, assisting with orientation and articulation activities, helping students obtain information on job opportunities, describing resources available to groups, providing follow-up information and support to students, disseminating program information, and operating communications media equipment
- Assisting with referrals to appropriate counselors, consulting with appropriate referral sources, searching for new referral resources, initiating contacts with referral agencies upon request,

reporting on status of referrals, assisting with referrals to outside agencies, and directing students in transition between referral agencies

- Maintaining working relationships with community placement agencies performing outreach functions, explaining the guidance program to community agencies, maintaining current surveys of placement conditions, collecting follow-up information on job placements, and assisting with work experience and career center activities
- Assisting with collection of research data, contacting sources for needed records, serving as a research assistant, securing supplies and materials, preparing standardized reports, assisting with coordination of clerical activities, assisting in the maintaining of records and files, and assisting in the registration and programming of students

Of course, in providing guidance services to students, the entire staff—school psychologists, school counselors, child welfare and attendance supervisors, school social workers, guidance paraprofessionals, and others—will provide only those services and functions for which they are the most qualified, in accordance with their training, background, ability, experience, and demonstrated competency.

## Appendix C
## Sample Evaluation Plan and Forms

PROGRAM EVALUATION PLANNING FORM
(Typical questions to be asked)

Program _____

Purpose(s) of evaluation _____

Audience(s) for evaluation _____

| | |
|---|---|
| Program objectives | What objective is being evaluated?<br>What is the goal or need statement to which this objective relates?<br>Is this objective written in such a form that it can be measured?<br>Is the implied measure appropriate for the objective? |
| Evaluation design | What questions must this design address?<br>What information must this design be able to produce in order to answer these questions?<br>To what purposes of evaluation do these questions relate?<br>What information will the audience accept as evidence related to the purpose of the evaluation? |
| Assessment instruments | What kinds of assessment instruments will be appropriate to secure the information required in the design (norm or criterion-referenced tests, questionnaires, interviews, observations, rating scales, log sheets, narrative reports)? |
| Assessment dates and personnel | During what month or months should assessment take place?<br>Who would be the most appropriate person to collect the data?<br>Who is responsible for assigning personnel and dates? |
| Data analysis | What kinds of scores will be most useful in providing the information needed, as identified in the purpose and in the design?<br>What kinds of data analysis will be most appropriate?<br>Will outside help be required to do the required analysis? |
| Program activities to be monitored | What activities are central to the accomplishing of the objectives?<br>What information must be collected to accomplish the purposes of the evaluation? |
| Monitoring dates and personnel | Who will perform the monitoring function?<br>How frequently must the activities for this objective be monitored?<br>To whom should the monitoring be reported? |
| Key reporting dates | Who will be interviewed to ensure that reporting dates meet decision or user requirements?<br>Who will establish reporting deadlines? |
| Personnel or agencies to receive reports | What different audiences will receive evaluation reports on this objective?<br>Have the questions identified by the audiences during the initial design step been addressed in the evaluation report?<br>Have the purposes of the evaluation been accomplished? |
| Use to be made of data or reports | What activities have been planned to ensure the most effective use of the evaluation reports? |

PROGRAM EVALUATION PLANNING FORM
(Sample answers to questions asked)

Program _____

Purpose(s) of evaluation _____

Audience(s) for evaluation _____

| | |
|---|---|
| Program objectives | By the end of the school year, 85 percent of eighth grade students enrolled throughout the year will demonstrate their understanding of the differences among five or more cultures in contrast to the culture of the student. Evidence of the accomplishment of the objective will be demonstrated by a score on a criterion-referenced test. |
| Evaluation design | Post-test (Students will be tested for mastery at the conclusion of the stated period.) |
| Assessment instruments | Criterion-referenced test to be developed. |
| Assessment dates and personnel | May 15. Administration by classroom teacher with assigned counselor responsibility for coordination. |
| Data analysis | Raw scores converted to percent. |
| Program activities to be monitored | Development or selection and utilization of study guide, display materials, media, and criterion-referenced tests. |
| Monitoring dates and personnel | October 15, December 15, February 15, and May 15. Counselor assigned will monitor. |
| Key reporting dates | Interim report—February 15; final report—June 15. |
| Personnel or agencies to receive reports | Building principal, counseling staff, director of pupil services. |
| Use to be made of data or reports | Revision and enhancement of unit on multicultural understanding. |

School _____
Date _____
Evaluator _____

## SAMPLE MONITORING FORM A

| Program activity | Document available | Person responsible for implementing activity | Help required | From whom | Comments |
|---|---|---|---|---|---|
| | | | | | |

School _____
Date _____
Evaluator _____

## SAMPLE MONITORING FORM B

| Program activities | Is activity taking place as planned? | | | Evidence available | | | | |
|---|---|---|---|---|---|---|---|---|
| (List activities to be monitored.) | Yes | No | Not known | Observation | Records | Conference | Other | None |
| 1. _____ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 2. _____ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 3. _____ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 4. _____ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| 5. _____ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

PROGRAM MANAGEMENT REVIEW RECORD

| Objectives and activities | Completion date | Completed | | Reason for deficiency (if applicable) | Suggested action to correct deficiencies | | |
|---|---|---|---|---|---|---|---|
| | | Yes | No | | Person responsible | Action to be taken | Completion date |
| 1.0 *Objective:* By June 10, 85 percent of the fourth and sixth grade pupils enrolled throughout the year will demonstrate their growth and work effort as evidenced by moving up at least one point on a pre- and post-instruction, teacher-developed rating scale. | June 10 | | | | | | |
| *Activities:* | | | | | | | |
| 1.1 Develop teacher rating scale. | Oct. 1 | | | | | | |
| 1.2 Administer teacher rating scale. | Oct. 15 | | | | | | |
| 1.3 Analyze results of pretest. | Oct. 25 | | | | | | |
| 1.4 Monitor program. | Feb. 15 | | | | | | |
| 1.5 Administer post-test. | June 10 | | | | | | |
| 1.6 Report results and recommendations. | June 15 | | | | | | |

# Appendix D

## Selected Legal Provisions for Human Equity

The passage of equal rights legislation has increased employment options, altered organizational patterns and policies, and expanded educational and training procedures for both men and women. However, legislation by itself does not eliminate discriminatory practices. The widening gap in earnings between women and men since the passage of the Equal Pay Act is a reminder of this fact.

All educators must be familiar with the legislation that applies to educational and work settings. They need to educate the students about the students' rights and often must remind potential employers of these laws.

### The Equal Pay Act of 1963

The Equal Pay Act of 1963 prohibits discrimination on the basis of sex in the payment of wages for equal work on jobs that require equal skill, effort, and responsibility and are performed under similar working conditions. This protection was extended to executive, administrative, and professional employees as well as outside sales personnel in July, 1972, and most federal, state, and local government employees were included on May 1, 1974.

### The Civil Rights Act of 1964, Title VII

Discrimination in employment on the basis of sex, race, color, religion, and national origin is prohibited by Title VII of the Civil Rights Act of 1964. Extension of this coverage to include state and local government agencies and public and private schools was included in a 1972 Equal Employment Opportunity Act amendment to the original legislation. This law prohibits discriminating in hiring and firing, wages, and fringe benefits; classifying, referring, assigning, and promoting of employees; extending and assigning use of facilities; training, retraining, apprenticeships, or any other terms, conditions, or privileges of employment.

Guidelines for Title VII, issued by the Equal Employment Opportunity Commission (EEOC), the agency responsible for enforcement of Title VII, specify that this law supersedes (overrides) any state laws that prevent women from working at certain kinds of jobs or working more than certain hours and other "protective" legislation. Classification of jobs as "men's jobs" and "women's jobs" is banned by the EEOC guidelines, and exceptions to the law are narrowly defined under "bona fide occupational qualifications (BFOQ)."

### Executive Orders 11246 and 11375

Effective September 24, 1965, Executive Order 11246 requires all government contracts to include provisions forbidding federal contractors and subcontractors to discriminate on the basis of race, color, religion, or national origin in their employment practices. Executive Order 11375 was a 1967 amendment to the earlier executive order and prohibits sex discrimination on the part of these same employers. In 1972, regulations from the Office of Federal Contract Compliance were revised to require affirmative action goals and timetables in order to increase the representation of women in job categories where they are underrepresented.

### The Education Amendments of 1972, Title IX, and 1976, Title II

Title IX of the Education Amendments of 1972 states that "no persons in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance . . . ." This legislation has had direct influence on vocational education programs maintained by local educational agencies and institutions. It is aimed at specific forms of sex discrimination in education policies, programs, and practices. For vocational education, the issues addressed include discrimination in admissions, in access to courses and facilities, in treatment of students, course completion and graduation requirements, marital and/or parental status, student employment, and employment of educational personnel.

One of the major aims of Title II (vocational education) of the Education Amendments of 1976 is to overcome sex discrimination, sex bias, and sex stereotyping in vocational education. While the provisions of this legislation are similar in intent to those of Title IX, there are some important differences between the two laws.

Title IX addresses the issue of sex discrimination in education programs; it generally requires that persons may not be excluded from, be denied participation in, or be treated differently in education programs. The Education Amendments not only address *sex discrimination*, which is defined as "any action which limits or denies a person or a group of persons opportunities, privileges, roles, or rewards on the basis of their sex," but also *sex bias* (behavior resulting from the

assumption that one sex is superior to the other) and sex stereotyping (attributing behaviors, abilities, interests, values and roles to a person or group of persons on the basis of their sex).

The Title IX regulations apply directly to local educational agencies and institutions. The Education Amendments of 1976 apply directly only to state and federal vocational education programs. They affect local vocational education programs and institutions indirectly through their specification of priorities and procedures for state use of federal vocational education funds. This, in turn, affects state funding of various local vocational education programs and institutions.

Title IX specifies a variety of forms of discrimination in educational policies, programs, or practices that are prohibited. (See Title IX for specific prohibitions.) The Education Amendments of 1976 complement the specific prohibitions of sex discrimination established by Title IX with a mandate for the development of programs to overcome sex bias, stereotyping, and discrimination in vocational education and an authorization to states to use federal funds for this purpose.

**The Equal Rights Amendment (ERA)**

The proposed Equal Rights Amendment to the United States Constitution states that "equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex." California ratified the ERA in 1972.

**Legislation for Children with Special Needs**

Other legislation that counselors need to be familiar with when working with students with special needs include Public Law 93-380 and Public Law 94-142.

The Family Education Rights and Privacy Act of 1974 (Public Law 93-380) gives parents the right to see their child's school record and prevents most others from seeing the record without parental consent. Parents can request that inaccurate or misleading information or information that constitutes an invasion of privacy be corrected or removed from the record.

Some of the major requirements under the Education of All Handicapped Children Act (Public Law 94-142) include:

- Assurance of extensive child identification procedures
- Maintenance of programs and procedures for comprehensive personnel development including in-service training
- Assurance of special education being provided to all handicapped children in the least restrictive environment
- Guarantee of policies and procedures to protect confidentiality of data and information
- Assurance of maintenance of an individualized educational program (IEP) for all handicapped children

**Section 504 of the Rehabilitation Act of 1973**

The Rehabilitation Act of 1973 prohibits discrimination on the basis of handicap in any private or public programs receiving federal financial assistance.

A school that provides personal, academic, or vocational counseling, guidance, or placement services to its students shall provide these services without discrimination on the basis of handicap. Qualified handicapped students should not be counseled toward more restrictive career objectives than are nonhandicapped students with similar interests and abilities. This requirement does not preclude a school from providing factual information about licensing and certification requirements that may present obstacles to handicapped persons in their pursuit of particular careers.

**Title I of the Elementary and Secondary Education Act (ESEA)**

Title I of ESEA supports projects in schools attended by significant numbers of children from low-income families who, along with other students, may need extra help to improve their performance because they are not achieving on a level appropriate for their age and grade. This extra help is commonly known as "compensatory education."

Title I was created to broaden and strengthen special programs in public schools for educationally disadvantaged children. It is not the purpose of the program to provide regular school services to those needy students. Title I funds must be used to provide services supplemental to the basic educational program routinely furnished by the school district.

Local school officials, in consultation with parents, are responsible for deciding what kind of compensatory education services to provide.

Not all Title I dollars must be spent on instructional services. Supportive or auxiliary services, such as medical examinations, dental treatment, eyeglasses, hearing aids, meals, and clothing for eligible students, may be purchased with Title I funds if no other sources of funds for these services are available.

**California Legislation**

California has been very progressive in the area of civil rights legislation. State civil rights laws were passed as early as the 1973-74 legislative session. Many of these state laws mirror the federal legislation, and several go beyond the scope of the federal legislation in their effect on education.

## Other Publications Available from the Department of Education

*Guidelines for Developing Comprehensive Guidance Programs in California Schools* is one of approximately 450 publications that are available from the California State Department of Education. Some of the more recent publications or those most widely used by guidance and counseling personnel are the following:

| | |
|---|---|
| Accounting Procedures for Student Organizations (1979) | $1.50 |
| Better Schools, Better People: How Schools Can Prevent Drug, Alcohol Abuse (1979) | 1.50 |
| Bilingual Program, Policy, and Assessment Issues (1980) | 3.25 |
| California Private School Directory | 5.00 |
| California Public School Directory | 11.00 |
| California Public Schools Selected Statistics | 1.50 |
| California School Accounting Manual (1981) | 2.50 |
| California Schools Beyond Serrano (1979) | .85 |
| California's Demonstration Programs in Reading and Mathematics (1980) | 2.00 |
| Career Education: A Position Paper on Career Development and Preparation (1974) | .85 |
| Career Education Microfiche Collection Catalog (1975) | .85 |
| Citizens for the 21st Century: Long Range Considerations (1969) | .85 |
| Criteria for Evaluating the School Health Education Program (1977) | .85 |
| Curriculum Models for Consumer and Homemaking Education (1977) | 3.50 |
| Discussion Guide for the California School Improvement Program (1978) | 1.50*† |
| District Master Plan for School Improvement (1979) | 1.50* |
| Early Childhood Education: Report of the Task Force (1972) | .95 |
| The EDA Challenge: Change Agent '80 (Consumer Homemaking Education ) (1980) | 2.50 |
| Education for the People, Vol. I (1972) | .85 |
| Education for the People, Vol. II (1972) | 1.00 |
| Education for the People, Vol. III (1976) | 1.00 |
| Education for the People (Introductory version) (1972) | .85 |
| Education of Gifted and Talented Pupils (1979) | 2.50 |
| Establishing School Site Councils: The California School Improvement Program (1977) | 1.50*† |
| Foreign Language Framework for California Public Schools (1980) | 2.50 |
| Guidance Services in Adult Education (1979) | 2.25 |
| Guide to California Private Postsecondary Career Education (1980) | 5.00 |
| Guide to School and Community Action (1981) | 1.75 |
| Guidelines and Procedures for Meeting the Specialized Health Care Needs of Students (1980) | 2.50 |
| Guidelines for Affirmative Action Programs (1980) | 1.35 |
| Guidelines for Pupil Personnel Services in the Elementary School (1967) | .85 |
| Guidelines for School-Based Alcohol and Drug Abuse Programs (1981) | 1.00 |
| Handbook for Planning an Effective Reading Program (1979) | 1.50* |
| Handbook Regarding the Privacy and Disclosure of Pupil Records (1978) | .85 |
| Health Instruction Framework for California Public Schools (1978) | 1.35 |
| History—Social Science Framework for California Public Schools (1981) | 2.25 |
| Implementing Career Education: An Administrator's Handbook (1976) | .85 |
| Implementing Career Education: California Plan, 1978-83 (1979) | .85 |
| Implementing Career Education: Community Involvement (1977) | .85 |
| Implementing Career Education: Concept and Process (1977) | .85 |
| Implementing Career Education: Exemplary Practices (1977) | .85 |
| Implementing Career Education: Instructional Strategies Guide (1977) | .85 |
| Implementing Career Education: Master Trainer Participant's Packet (1980) | 1.25 |
| Implementing Career Education: Master Trainer Project Handbook (1980) | 2.50 |
| Implementing Career Education: Nine Model Practices (1976) | .85 |
| Implementing Career Education: Resources Guide (1979) | .85 |
| Improving the Human Environment of Schools (1979) | 2.50 |
| Instructional Materials Approved for Legal Compliance (1981) | 3.50 |
| Instructional Patterns for Consumer and Homemaking Education (1976) | 6.00 |
| Instructional Patterns for Maximizing Human Potential (1978) | 7.00 |
| Interim Guidelines for Evaluation of Instructional Materials with Respect to Social Content (1981) | 1.50 |
| Manual of First Aid Practices for School Bus Drivers (1980) | 1.25 |
| Maximizing Human Potential: A Curriculum Design (1977) | 2.50 |
| Monograph on Staff Development (1980) | 1.50 |
| Moral and Civic Education and Teaching About Religion (1973) | .85 |
| New Era in Special Education: California's Master Plan in Action (1980) | 2.00 |
| Pedestrian Rules of the Road in California—Primary Edition (1980) | 1.50 |
| Physical Education for Children Ages Four Through Nine (1978) | 2.50 |
| Physical Education Framework for California Public Schools (1973) | .85 |
| Physical Facilities for Pupil Personnel Services (1971) | .85 |
| Physical Performance Test for California, Revised Edition (1981) | 1.50 |
| Planning for Multicultural Education as a Part of School Improvement (1979) | 1.25* |
| Planning Handbook (1978) | 1.50* |

| | |
|---|---|
| Proficiency Assessment in California: A Status Report (1980) | 2.00 |
| Proficiency Skill Development Kit (1980) | 7.50 |
| Pupil Personnel Services: Needs, Problems, a Plan for Solutions (1975) | 1.65 |
| Putting It Together with Parents (1979) | .85† |
| Reading Framework for California Public Schools (1980) | 1.75 |
| Relationship Between Nutrition and Student Achievement, Behavior, and Health (1980) | 4.00 |
| RISE Report: Reform of Intermediate and Secondary Education (1975) | .85* |
| Science Framework for California Public Schools (1978) | 1.65 |
| School Improvement: Making California Education Better (brochure) (1981) | NC* |
| Sources of Information in Career Education: An Annotated Bibliography (1975) | .85 |
| Staff Development in Adult Education (1979) | 1.75 |
| State Guidelines for School Athletic Programs (1978) | 2.20 |
| Strengthening Counseling Services for Disadvantaged Youth (1966) | .85 |
| Student Achievement in California Schools | 1.25 |
| Students' Rights and Responsibilities Handbook (1980) | 1.50† |
| Taking Risks: Book I, Elementary (1979) | 2.00 |
| Taking Risks: Book II, Secondary (1979) | 2.00 |
| Teaching About Sexually Transmitted Diseases (1980) | 1.65 |
| Toward More Human Schools (1981) | 1.75 |

Orders should be directed to:

California State Department of Education
P.O. Box 271
Sacramento, CA 95802

Remittance or purchase order must accompany order. Purchase orders without checks are accepted only from government agencies in California. Sales tax should be added to all orders from California puchasers.

A complete list of publications available from the Department may be obtained by writing to the address listed above.

†Also available in Spanish, at the price indicated.
*Developed for implementation of School Improvement.



81056 – 300 7/80 15 M – OSP

79-244 03-0843 7-81 15M